DOCUMENT RESUME

ED 291 544 RC 016 556

AUTHOR	Larson, Oscar W., III
TITLE	ESCAPE Project Performance Report for the 1984-85 and 1985-86 Periods.
INSTITUTION	Cornell Univ., Ithaca, N.Y. Dept of Human Development and Family Studies.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE	Sep 87
NOTE	306p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Agency Cooperation; *Child Abuse; *Child Neglect; Interstate Programs; *Migrant Children; *Migrant Problems; *Prevention; Program Descriptions; *Resource Materials; State Programs; Statistical Data; Technical Assistance
IDENTIFIERS	Florida; New Jersey; Pennsylvania; *Project ESCAPE; Texas

ABSTRACT

This report summarizes accomplishments of the ESCAPE (Eastern Stream Child Abuse Prevention and Education) Project over its final two years and identifies products developed under its auspices during this period. An introduction describes the project which was initiated in 1982 to establish and reduce the incidence of child maltreatment in the migrant population and operated through state and local education agencies in cooperation with health, legal services and law enforcement, job training and safety, child protection, human services, farmworker, family, and minority advocacy agencies. Project activities in research, training, technical assistance, preparing resource materials for educator and health personnel, and coordination of public and private efforts are summarized in separate sections. The bulk of the report consists of a series of eight attachments. They include texts of studies of incidence and patterns of migrant child maltreatment in Florida, Pennsylvania, New Jersey, and Texas, as well as selected segments of state migrant child abuse prevention plans for California, Florida, Illinois, Maryland, New Jersey, and Washington. Also included are materials developed for the National Migrant Child Abuse Prevention Institute and introductory pages of "What's a Kid to Do about Child Abuse?" and "What's a Teacher to Do? Child Abuse Education for the Classroom." (NEC)

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ESCAPE PROJECT
PERFORMANCE REPORT

Submitted as the final report of the ESCAPE Project for the 1984-85
and 1985-86 periods

Dr. John Doris, Principal Investigator

Prepared for the Office of Migrant Education
United States Department of Education

by

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SEPTEMBER 1987

This report presents work supported under 143 discretionary fund grants from the Office of Migrant Education, U.S. Department of Education. Products associated with this work, however, do not necessarily reflect the official position of that agency or its policies and no endorsement should be inferred from its sponsorship.

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ESCAPE PROJECT
PERFORMANCE REPORT

PROJECT TITLE: ESCAPE (Eastern Stream Child Abuse Prevention and Education)

LOCATION:
Family Life Development Center
E-200 MVR
Cornell University
Ithaca, NY 14853

FUNDING PERIOD:
November 1, 1984 - October 31, 1985 (Original)
November 1, 1985 - May 31, 1986 (Extension)
November 1, 1985 - October 31, 1986

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INTRODUCTION

This report summarizes the accomplishments of the ESCAPE Project over its final two years (Phases III and IV) and identifies the products developed under its auspices during this period. ESCAPE was initiated in 1982 with the general objective of establishing and significantly reducing the incidence of child maltreatment in the migrant population. The project represented the first continuing and systematic attempt to diminish the risk to migrant children from this source of potential physical, psychological, and emotional harm. Although ESCAPE operated primarily through state and local education agencies, its network of participating organizations, which comprised agencies with mandates in health, legal services and law enforcement, job training and safety, child protection, human services, and farmworker, family, and minority advocacy, was far more extensive. Principal project activities include research, training, technical assistance, preparing resource materials for educators and health personnel, and coordinating the efforts of public and private organizations who are concerned about the issue of abuse and neglect as it affects migrant children and their parents. Each of these programmatic areas is addressed below.

RESEARCH

Studies on the maltreatment of migrant children were conducted in the 1984-85 project year in Texas and New Jersey at the request of their state program directors. Each investigation was a collaborative process involving ESCAPE, the state migrant education office, the Migrant Student Record Transfer System, (MSRTS) and the social services agency responsible for maintaining records on abused and neglected children.

ESCAPE was responsible for designing both studies, determining their technical aspects, securing administrative arrangements to acquire access to relevant data bases, devising and implementing data collection strategies, training staff in data retrieval operations and providing them with logistical support, analyzing the information, and preparing research reports. Other research reports on studies performed for Florida and Pennsylvania during the 1982-83 project phase were also completed during the last two years of the project. The four reports, which are included as attachments and listed below, were disseminated within each state and to all state education agencies (SEA).

Nancy M. Dodge and Oscar W. Larson III. Migrant Child Maltreatment in Florida: A Study of Incidence and Pattterns. (August, 1986). (Attachment 1)

Nancy M. Dodge and Oscar W. Larson III. Migrant Child Maltreatment in Pennsylvania: A Study of Incidence and Patterns. (December, 1986). (Attachment 2)

Oscar W. Larson III and Amy Jo Svirsky. The Incidence and Patterns of Maltreatment Among Migrant Children in New Jersey. (February, 1987). (Attachment 3)

Oscar W. Larson III and Amy Jo Svirsky. The Incidence and Patterns of Maltreatment Among Migrant Children in Texas. (September, 1987). (Attachment 4)

TRAINING

The ESCAPE staff development effort varied substantially between Phases III and IV reflecting needs identified during discussions with SEA administrators and the changing scope and intent of the project. Phase III training was essentially a continuation of the program started during the prior project year to provide basic child abuse and neglect instruction to an optimum number of migrant education and health care personnel. This training was conducted at the National Migrant Education Conference and at state sponsored functions, such as technical assistance meetings or inservice sessions. Some of this training was supported through project funds, while in other instances states would absorb the associated costs. On-site training was given in nine states and involved approximately 650 participants. The times and locations of the training done in Phase III, along with the approximate number of people in attendance, is as follows.

ESCAPE TRAINING ACTIVITIES: November, 1984 - October, 1985

- December, 1984. New Jersey/Pennsylvania Instructional Fair, Philadelphia, PA (74)
- January, 1985. Special workshop for staff of New York State Migrant Child Care, Goshen, NY (10)
- March, 1985. Florida Statewide Technical Assistance Meeting, Plant City Florida (238) (26)
- May, 1985. 19th National Migrant Education Conference, Atlanta, GA (70)
- May, 1985. New Jersey Federal Program Adminstrators Conference, New Brunswick, NJ (9)
- June, 1985. Louisiana Inservice Meetings, New Orleans, LA (53)
- June, 1985. Kansas Inservice Meetings, Wichita, KS (35)
- June, 1985. Illinois Inservice Meetings, Peoria, IL (27)
- September, 1985. Alaska Special Services Conference, Anchorage, AK (24)
- October, 1985. Special workshop for Washington State migrant education staff and migrant provider agencies, Yakima, WA (78)

The ESCAPE staff development effort during Phase IV consisted exclusively of the **National Migrant Child Abuse Prevention Institute**, which was conducted over a three and a half day period immediately preceding the 20th National Migrant Education Conference in San Diego, California. The broad purpose of the institute was to provide migrant educators with advanced preparation in topics pertaining to child abuse prevention so they could fulfill the training and technical assistance requirements of their parent organizations and other agencies. A total of 36 people, representing the states of California, Connecticut, Florida, Idaho, Indiana, Kansas, Michigan, Minnesota, New Hampshire, New Jersey, New York, Oklahoma, Oregon, Pennsylvania, Washington, and Wisconsin, attended the institute. They received instruction from a faculty composed of ESCAPE staff and nationally recognized authorities in child maltreatment and prevention strategies. An on-going evaluation of the institute was also performed and a follow-up survey was administered to assess the activities of participants during the succeeding four months. This survey results indicated that an estimated 900 staff were trained by the 18 people who completed the instrument. Relevant information about the institute, including the contents of the *Training and Technical Assistance Manual* developed by ESCAPE, curriculum, faculty and participant rosters, and evaluation summary, is presented as Attachment 5.

TECHNICAL ASSISTANCE

This project component was accomplished through meetings with state liaisons to ESCAPE that were convened throughout Phases III and IV. Assistance was provided to education agencies in developing reporting protocols and policies and in implementing the child abuse and neglect tracking system that was formulated in Phase II. ESCAPE facilitated exchanges between social service agencies and migrant education units so that information could be shared and applied more effectively on behalf of migrant parents and children. Another dimension of this aspect of the project was assistance provided to child protective agencies and other organizations that enhanced their capability to identify and serve migrant families whose children were at some risk of being abused or neglected. State education agencies taking advantage of ESCAPE expertise included Alaska, California, Florida, Illinois, Maryland, Minnesota, New Jersey, New York, Pennsylvania, Texas, Vermont, Washington, and Wisconsin. The following is a partial chronological account of the external organizations that were contacted by ESCAPE staff to satisfy its objectives in this area.

May, 1985	New Jersey Chapter of the National Committee for the Prevention of Child Abuse
September, 1985	Child Assault Prevention Training Center of Northern California California Office of Child Abuse Prevention California Consortium of Child Abuse Councils California Human Development Corporation La Cooperativa de Campesina Alaska Center for Children and Parents Alaska Department of Health and Social Services
October, 1985	Washington Association of Child Abuse Councils Northwest Center for Children, Youth, and Families

	Parents Anonymous of Washington
	Washington Council for the Prevention of Child Abuse
	Washington Department of Social and Health Services
November, 1985	Minnesota Early Learning Design
December, 1985	Children's Defense Fund
	Migrant Legal Action
	East Coast Migrant Head Start
	Education Commission of the States
	Coalition of Hispanic Mental Health and Human Service Organizations
	National Migrant Referral Project
	Texas Migrant Council
February, 1986	Vermont Council for Children and Families
	Vermont Department of Social and Rehabilitation Services
	The Safer Society Program
March, 1986	California Office of Criminal Justice Planning
June, 1986	Cooperative Educational Services Agency
	United Migrant Opportunity Services, Inc.
July, 1986	Southern California Child Abuse Prevention Training Center
	Family Services of America
October, 1986	Wisconsin Department of Health and Social Services

RESOURCE MATERIALS

The ESCAPE effort in this area consisted principally of developing an additional publication for migrant educators and disseminating it to all state education agencies and prospective users. This new resource was a supplement to the handbook that was directed towards teachers and some of their concerns in responding to the abused or neglected child. Project staff completed the distribution of the handbook and resource directory that were prepared (*Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators* and *A Resource Directory for Migrant Educators on Preventing Child Abuse and Neglect*)during Phase II and conducted an evaluation of these materials. ESCAPE resources likewise supported the development of a pamphlet that assists adolescents in coping with and understanding the experience of being maltreated which was also disseminated nationally. The introductory segments of these publications, which are presented as follows, are also included as attachments to this report.

Margo Hittleman. *What's a Kid To Do About Child Abuse?* Cornell University, Family Life Development Center, Ithaca, NY. (1986) (Attachment 6)

Lorraine M. Wolverton. *What's a Teacher to Do?. Child Abuse Education for the Classroom.* New York State Education Department, Albany, NY. (1987). (Attachment 7)

INTERSTATE AND INTERAGENCY COORDINATION

Since its inception, ESCAPE has recognized that efforts to prevent migrant children from being maltreated are hindered because many of the organizations responsible for the welfare of farmworker families operate independently from one other. Formal mechanisms for promoting coordination between agencies and states were developed in Phase IV of the project in the form of migrant child abuse prevention plans prepared for the states of California, Florida, Illinois, Maryland, New Jersey, and Washington. Project staff actually wrote the plans with the assistance of statewide advisory groups that provided essential material and information. The advisory groups consisted of representatives from the following organizations: migrant education, social service agencies, parent advisory committees, Migrant Head Start, employment and training agencies, Parents Anonymous, state chapters of the National Committee for the Prevention of Child Abuse, and groups involved in advocacy for minorities, farmworkers, children, and families. Each advisory group was convened on two occasions during the year, the first of which was to make assignments to the members and the second of which was to review the plan and to finalize its contents.

The goals of each plan are to (1) insure interagency coordination of social, health, mental health, and other services; (2) to encourage the development of policies, legislation, and prevention programs to strengthen migrant families and enhance the physical, social, and emotional well-being of migrant children; (3) to eliminate obstacles to delivery of preventative services; (4) to facilitate continuity of services to mobile segments of the migrant population; (5) to improve detection of maltreatment involving migrant children; and (6) to develop formal connections between migrant advocacy and provider agencies and the child welfare system. Each plan also prescribed a comprehensive set of activities that agencies could implement directly or incorporate into their own mandates.

All plans were completed early in 1987 and distributed to cooperating organizations within the state and to all state education agencies. Selected portions of the plans are contained in Attachment 8.

LIST OF ATTACHMENTS

Attachment 1 - Migrant Child Maltreatment in Florida: A Study of Incidence and Patterns. (August, 1986).

Attachment 2 - Migrant Child Maltreatment in Pennsylvania: A Study of Incidence and Patterns. (December, 1986).

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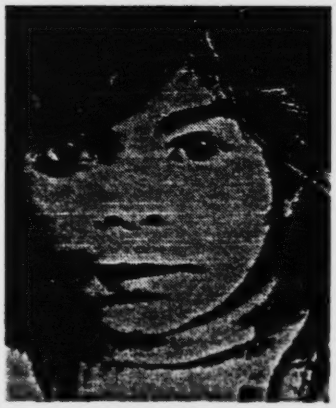
Attachment 8 - Selected Segments of State Migrant Child Abuse Prevention Plans
- California
- Florida
- Illinois
- Maryland
- New Jersey
- Washington

ATTACHMENT 1
MIGRANT CHILD MALTREATMENT IN FLORIDA: A STUDY OF INCIDENCE AND PATTERNS

Migrant Child Maltreatment in Florida
A Study of Incidence and Patterns

ESCAPE



Cornell University

Migrant Child Maltreatment in Florida
A Study of Incidence and Patterns

Prepared by

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August, 1986

Funding for this report was made possible through the Migrant Education Interstate and Intrastate Coordination Program, Section 143, Office of Migrant Education, Compensatory Education Programs, U.S. Department of Education. However, its contents do not necessarily reflect the official position of that agency or its policies and no endorsement should be inferred from its sponsorship.

ESCAPE: A U.S. Department of Education 143 Project in Interstate Coordination. A Program of the New York State Education Department, Migrant Education Unit, under contract with the Family Life Development Center, Department of Human Development and Family Studies, College of Human Ecology, Cornell University. ESCAPE is administered under New York State Department of Education project number 28-86-0026.

INTRODUCTION

The following report is the culmination of an investigation of the incidence of child maltreatment among migratory farmworkers in Florida. This investigation was performed as one of the primary objectives of the 1983-84 ESCAPE (Eastern Stream Child Abuse Prevention and Education) Project's plan of work for that year. The study was requested by Florida's Director of Migrant Education and was sponsored by a grant from the U.S. Department of Education. In addition to completing maltreatment incidence assessments for the states of New York, Florida, Pennsylvania, Texas, and New Jersey, ESCAPE is responsible for training migrant educators on child abuse and neglect, assisting state and local education agencies in formulating protocols for reporting migrant child maltreatment, preparing resource materials and disseminating information on migrant child abuse and neglect, developing child abuse prevention plans for participating states, and promoting interagency and interstate coordination to reduce the incidence of child maltreatment in the migrant population.

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ACKNOWLEDGEMENTS

This report was produced through a unique collaborative effort between the Florida Department of Education, the Florida Department of Health and Rehabilitative Services, and the Family Life Development Center at Cornell University. While many people assisted with this work, we are particularly grateful to Dr. Gerry Richardson and Ray Heckerman for their contributions. Gerry generated the sample and provided the necessary specifications, while Ray was always available for technical advice, facilitated administrative approval of the research proposal by his agency, and supervised the data collection.

We are additionally indebted to the following people for their role in the successful completion of this study: Ulysses Horne, Migrant Education Director; Philip Rountree, former Director, both with the Department of Education: Richard Grimm, former Staff Director, Children, Youth, and Families Program; Jill Sandler, Director, Office of Interprogram Policy Coordination and Development; Jim Jolly, Supervisor, Florida Abuse Registry ; Edward Bell, Management Analyst; and Coleman Zuber, Management Analyst, all with the Department of Health and Rehabilitative Services: Winford (Joe) Miller, Director; Maxwell Dyer, Assistant Director, User Services; and Larry Kirby, Programmer, who are affiliated with the Migrant Student Record Transfer System.

Although this investigation could not have been accomplished without the help of the people cited above , they are not responsible for any errors or omissions in the contents of the report. The authors alone assume all blame for any deficiencies. We also apologize to anyone who was deserving of special recognition but was not mentioned.

SUMMARY OF FINDINGS

Reports Confirmed During 1983

- According to official records maintained by the Florida Department of Health and Rehabilitative Services, it is estimated that 2,434 migrant children were abused or neglected in 1983.[1]

- The estimated child maltreatment incidence rate among migrant families in Florida during 1983 was 46.4 children per 1,000 compared to an incidence rate of 18.2 children per 1,000 for the entire population of the state of Florida for the same year.[2]

- Interstate migrants, with an incidence rate of 25.2 children per 1,000 had the lowest rate of abuse and neglect within the migrant population, while intrastate families, who had a rate of 75.7 children per thousand, had the highest.

- School employees initiated 630, or 16.1 percent, of the 3,923 substantiated reports received on migrant children.

- Slightly over 42 percent of the migrant children maltreated in 1983 were between 5 and 9 years of age, yet children in this age group constituted only about 37 percent of the at-risk population.

- Physical neglect was the most frequently occurring form of maltreatment, representing 66 percent of the complaints.

- Migrant children were involved in more the 4,300 incidents of maltreatment with children between 5 and 9 years of age sustaining about 46 percent of them.

- Females were more somewhat more likely to be maltreated than males and were disproportionately represented in three of the four categories of abuse and neglect.

- At least one member of the victim's immediate family was the perpetrator in 85 percent of the reports.

- Mothers were responsible for 54 percent of the physical abuse incidents. In contrast, fathers were indicated in 40 percent of the sexual abuse situations.

Reports Confirmed Between 1972 and 1983

- Over 4,000 migrant children appeared in official reports of maltreatment that were substantiated at some point between 1972 and 1983.

- Reports filed between 1980 and 1983 account for 82 percent of the substantiated reports involving migrant children.

- School employees initiated 1,143 substantiated reports of migrant child maltreatment, the most substantiated referrals made by any reporting source. Additionally, school employees had an extremely high substantiation rate with about 80 percent of their reports being confimed.

- The majority of maltreated migrant children were physically neglected (69 percent) while physical abuse was second most prevalent.

- Female children were the victims in 80 percent of the incidents of sexual abuse, in comparison to male children who appeared in the other 20 percent of the cases.

- The mother of the victim was the perpetrator of the abuse in 56 percent of the reports while the father was cited in only 14 percent of the reports.

- Mothers were involved in 52 percent of the physical abuse which took place while fathers and stepfathers were responsible for 45 percent of the sexual abuse.

RESEARCH METHODS

The data for this study were obtained from two sources. Inititally, a random sample of migrant children living in Florida was generated from a file extracted from the Migrant Student Record Transfer System (MSRTS), a national data base containing education and health records on all migrant students in the country.[3] The listing produced through this process was then cross-referenced with information accessed through the Client Information System maintained by the Florida Department of Health and Rehabilitative Services to determine whether each child had been the subject of an abuse or neglect referral.[4] If the child had been involved in a report of maltreatment, information on that particular referral was collected.

The specific items pertaining to each selected child from the Migrant Student Record Transfer System were the child's birthdate, the child's sex, the state where the child was born, the migrant status of the child (i.e. interstate, intrastate, or resettled), the state where the child was enrolled in school, and the last grade the child had attended (see Appendix A for the sampling methods, size, and selected attributes).

Report based information was obtained from the computerized files of the Client Information System. This information included the date of the referral, race and ethnicity of the child, abuse allegations, referral source, information on the perpetrator, and the disposition of the referral. This information was acquired on each referral made between 1972 and 1983 on all maltreated migrant children.

These two data sets were keyed into separate files, entered into Cornell's mainframe computer, and merged to form a single data set containing both descriptive information on the migrant children in the sample and referral based information for each abuse and neglect report on specific migrant children. It should also be noted that the sample data were converted to population estimates by applying the appropriate statistical procedures (see Appendix B) and that only the latter appear in the following section.

This combined data set compiled on maltreated migrant children in Florida was used to address the following questions. 1. How many migrant children were maltreated?; 2. What type of maltreatment was sustained by these children?; 3. Who were the perpetrators of this maltreatment?; and 4. What were some of the distinguishing characteristics of these maltreated migrant children and their families? Each of these questions was considered for the base year of 1983 and for the entire period from 1972-1983.

To properly interpret the study results, the definition of child abuse and neglect as expressed in the reporting law of the state of Florida should be applied. According to this statute, an abused or neglected child is: [5]

" a child whose **physical or mental health** or welfare is **harmed** or threatened with harm, by the acts or omissions of the parent or other person responsible for the child's welfare."

"'**Harm**' to a child's health or welfare can occur when the parent or other person responsible for the child's welfare : (a) inflicts, or allows to be inflicted, upon the child **physical or mental injury**, including injury sustained as a result of excessive corporal punishment; (b) commits , or allows to be committed, sexual battery, as defined in chapter 794, against the child or commits, or allows to be committed, **sexual abuse** of the child; (c) exploits a child, or allows a child to be exploited; (d) abandons the child; (e) fails to provide the child with supervision or guardianship; or (f) fails to supply the child with adequate food, clothing, shelter, or health care, although finanically able to do so or although offered financial or other means to do so."

Physical injury is defined as "death, permanent or temporary disfigurement , or impairment of any body part." This law further describes **mental injury** as "an injury to the intellectual or psychological capacity of the child as evidenced by a discernible and substantial impairment in his ability to function within his normal range of performance and behavior, with due regard to his culture."

Sexual abuse is encompassed within the following acts or behaviors: (a) any penetration of the vaginal or anal area whether or not there is an emission of semen; (b) contact between the genitals or anal opening of one person and the mouth or tongue of another person; (c) any intrusion into the genitals or anal opening of one person by another person except for medical purposes; (d) intentional touching of intimate areas of the body except for normal caretaking activities or medical purposes; (e) masturbation or exposure of the perpetrators genitals in the presence of the child; or (f) sexual exploitation of the child.

RESULTS

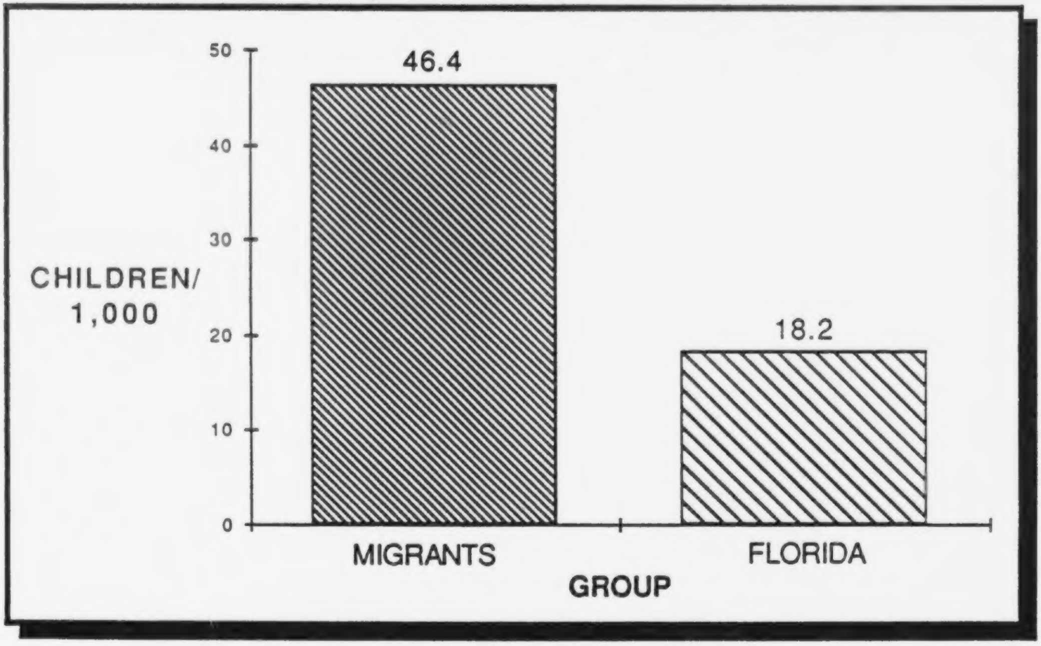
This section of the report presents summary information on migrant child maltreatment in the state of Florida from 1972-1983. Statistics from 1983 are considered first, followed by a coverage of the period from 1972-1983. All statistics contained in this report are projections based on substantiated reports received on sampled children. Unsubstantiated reports, those where an investigation has not produced credible evidence in support of the allegation, have been excluded from the data analysis unless otherwise specified.

1983 Reports

A total of 3,923 substantiated reports of migrant child maltreatment involving 2,434 migrant children are projected to have been recorded in the state of Florida during 1983. This represents an estimated average of 1.6 referrals per maltreated child. Also, the number of children is out of 52,486 migrant children who were under the age of eighteen and in the state at some point that year.

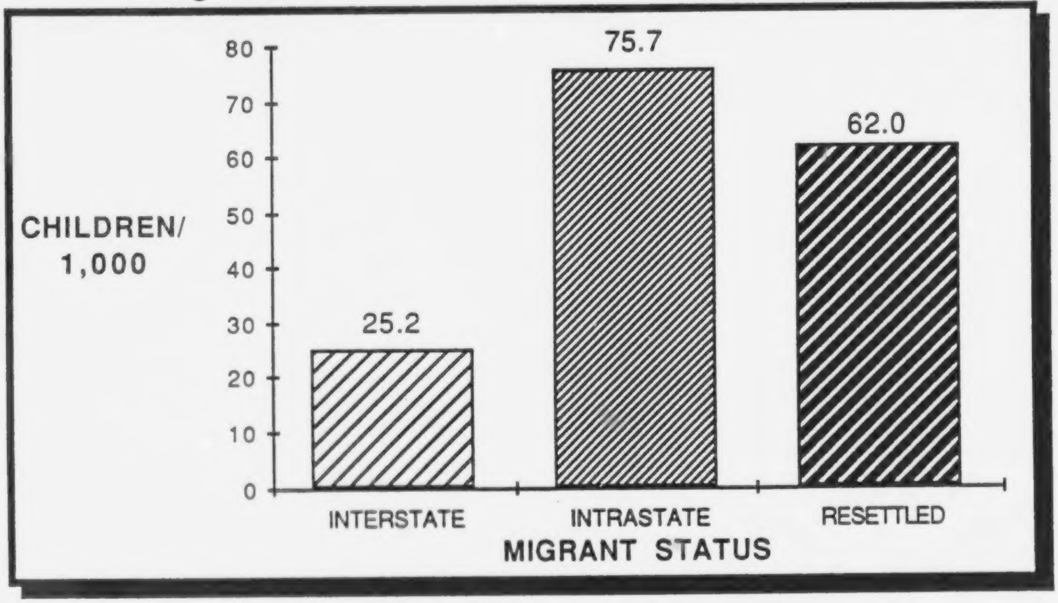
> *The estimated incidence rate of migrant child maltreatment in Florida during 1983 was 46.4 children per 1,000 compared to an incidence rate of 18.2 for the entire population of the state of Florida for that year.*

Figure 1. Child Maltreatment Incidence Rates for Florida Migrants and the General Population, 1983



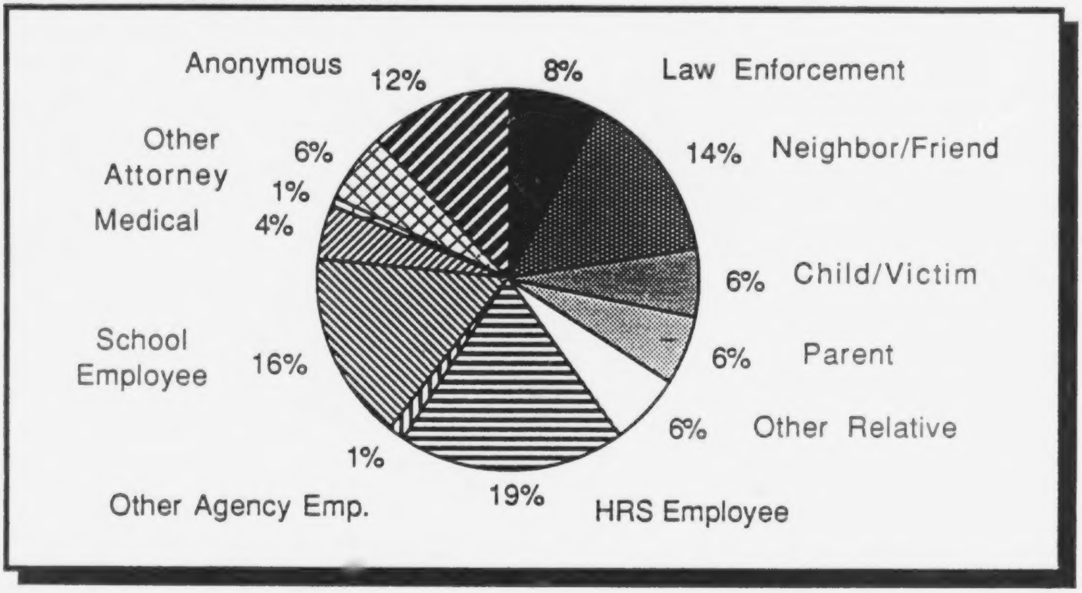
Children from interstate families had the lowest maltreatment rate of the three groups of migrants. The incidence rate for interstate migrants was 25.2 children per thousand, compared to 75.7 for intrastate families, and 62.0 for resettled or formerly migratory families.

Figure 2. **Incidence Rates for Interstate, Intrastate, and Resettled Migrants**



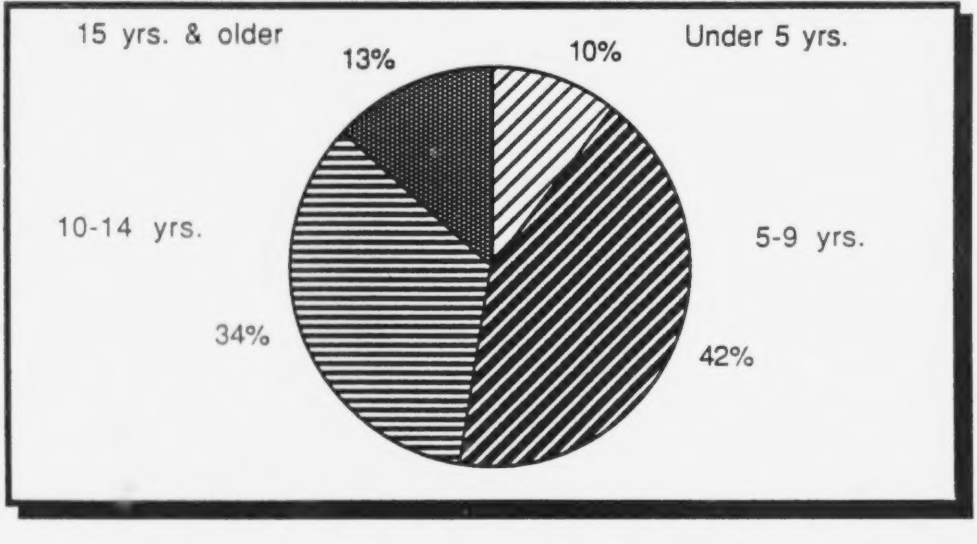
Health and Rehabilitative Services employees made 744 out of 3,923 substantiated reports (19 percent) of migrant child maltreatment in 1983, while school employees made 630 reports (16 percent) .

Figure 3. Referral Source for all Substantiated Reports on Migrant Children in 1983



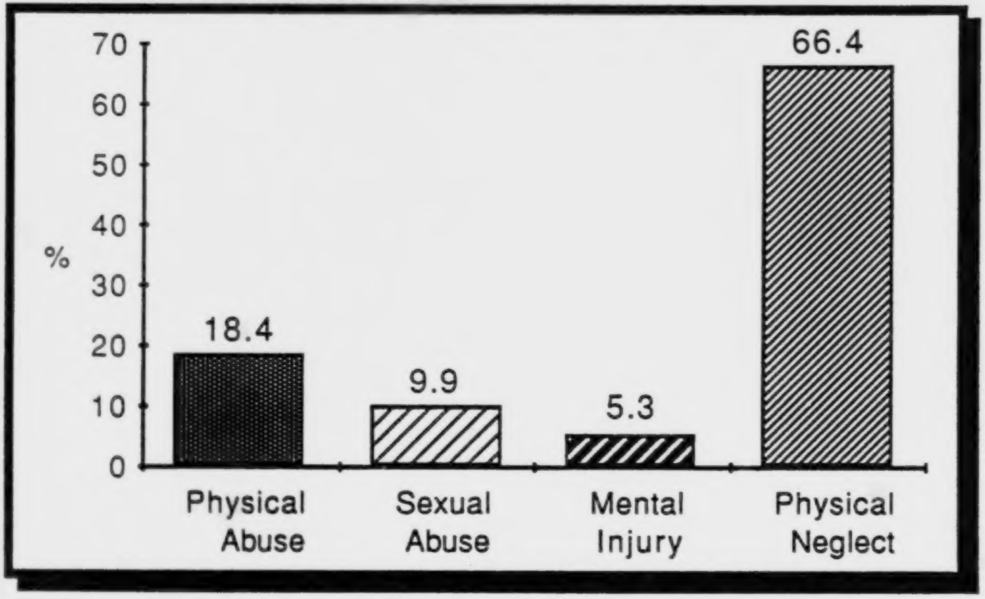
The highest percentage (42 percent) of migrant children maltreated during 1983 were 5-9 years of age, followed by the 10-14 year old cohort which made up 34 percent of the entire group.

Figure 4. Age of Children Involved in Substantiated Reports in 1983



Physical neglect was the most frequently occurring form of maltreatment comprising 66 percent of the complaints involving migrant children. Physical abuse was the next most frequent form of maltreatment accounting for 18 percent of the complaints.

Figure 5. **Forms of Maltreatment for Reports on Migrant Children Substantiated in 1983**



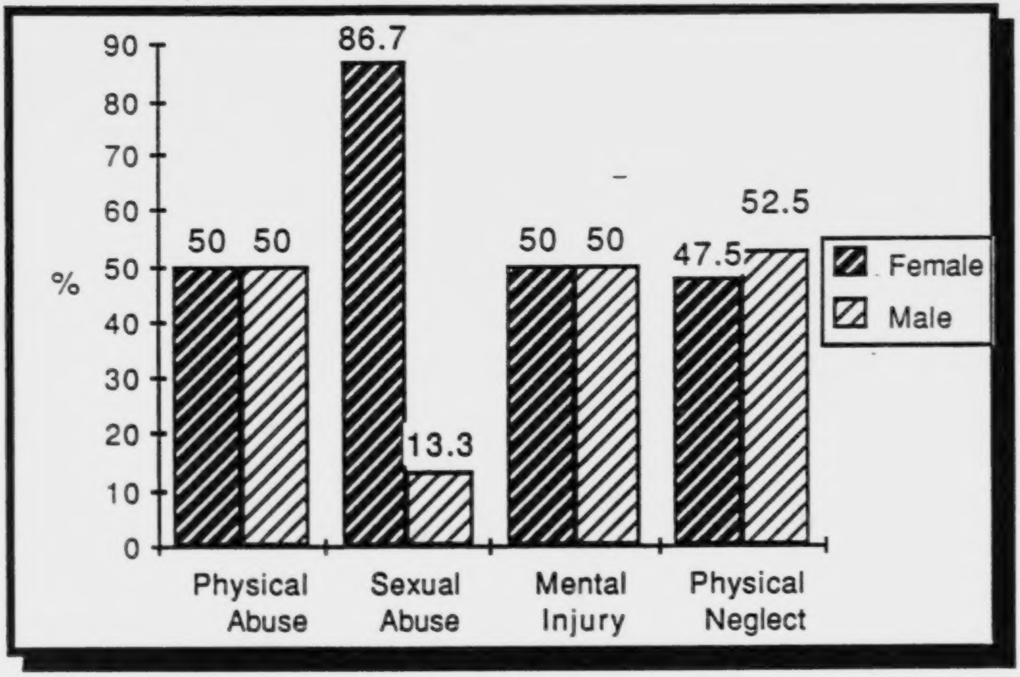
The 5-9 year old age group sustained around 2,000 incidents of maltreatment which accounted for roughly 46 percent of all incidents affecting migrant children.

Table 1. **Maltreatment Forms for Selected Age Groups**

AGE GROUP	PHYSICAL ABUSE		SEXUAL ABUSE		MENTAL INJURY		PHYSICAL NEGLECT	
	N	%	N	%	N	%	N	%
< 5	0	00.0	115	26.7	0	00.0	315	10.9
5-9	487	60.7	172	39.9	86	37.6	1,260	43.6
10-14	258	32.2	115	26.7	86	37.6	1,001	34.6
≥15	57	7.1	29	6.7	57	24.8	315	10.9
TOTALS	802		431		229		2,891	

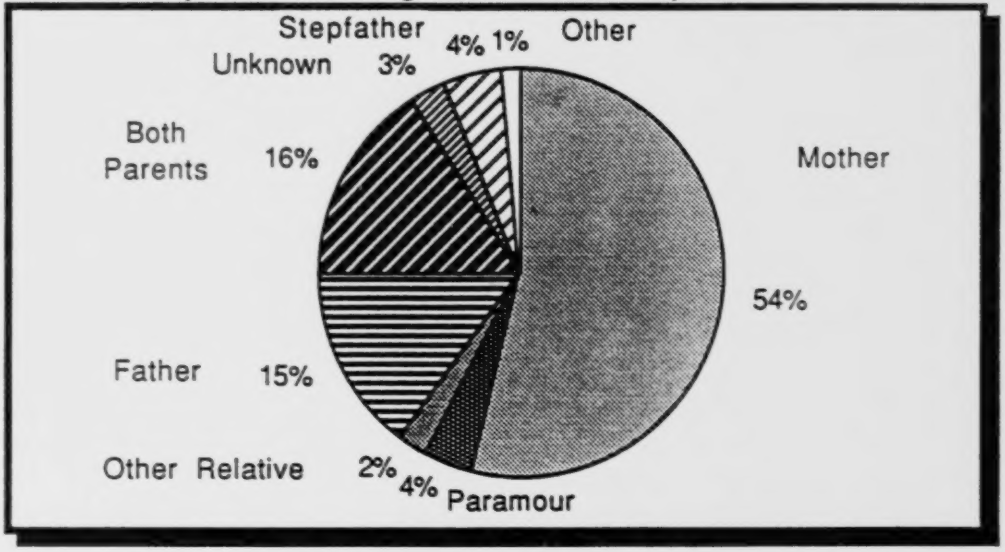
Females were the victims in 52 percent of the cases reported and males were the victims in 48 percent. However, females sustained around 87 percent of the sexual abuse while males were the victims in only 13 percent of the incidents of sexual abuse.

Figure 6. **Victim Sex and Maltreatment Form for All Substantiated Reports in 1983**



At least one member of the victim's immediate family was the perpetrator of the abuse in 85 percent of the reports and mothers were responsible for over 50 percent of the maltreatment reported in 1983.

Figure 7. Perpetrators Designated in 1983 Reports



Mothers were responsible for about 54 percent of the physical abuse incidents and 69 percent of the physical neglect occurrences. In contrast, fathers were involved in roughly 40 percent of the sexual abuse situations.

Table 2. Perpetrator and Form of Maltreatment for all Reports on Migrant Children Confirmed in 1983

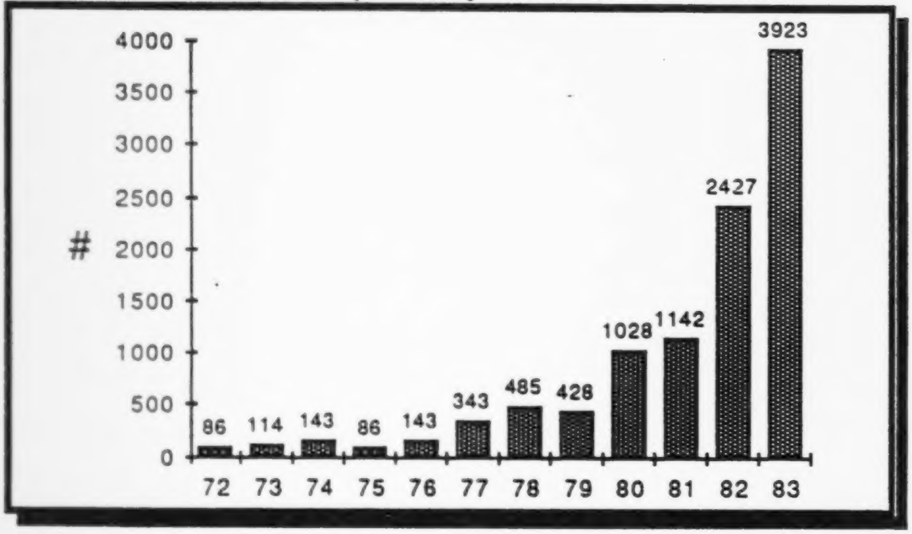
	PHYSICAL ABUSE		SEXUAL ABUSE		MENTAL INJURY		PHYSICAL NEGLECT	
	N	%	N	%	N	%	N	%
MOTHER	430	53.6	29	6.7	57	24.9	2,004	69.3
FATHER	143	17.8	172	39.9	28	12.2	200	6.9
BOTH	115	14.3	29	6.7	115	50.2	458	15.8
STEPFATHER	57	7.1	29	6.7	0	00.0	86	3.0
OTHER REL.	29	3.6	57	13.3	29	12.7	57	2.0
PARAMOUR	0	00.0	29	6.7	0	00.0	29	1.0
OTHER	28	3.6	29	6.7	0	00.0	0	00.0
UNKNOWN	0	00.0	57	13.3	0	00.0	57	2.0
TOTALS	802		431		229		2,891	

1972-1983 Reports

Out of the 76,017 migrant children in Florida who were at risk of maltreatment, an estimated 4,083 were involved in 10,348 substantiated reports between 1972 and 1983.

> *The number of substantiated reports of migrant maltreatment in Florida increased dramatically since 1980. The reports made between 1980 and 1983 account for 82 percent of the substantiated reports made during the entire period from 1972-1983.*

Figure 8. Substantiated Reports by Year, 1972-1983



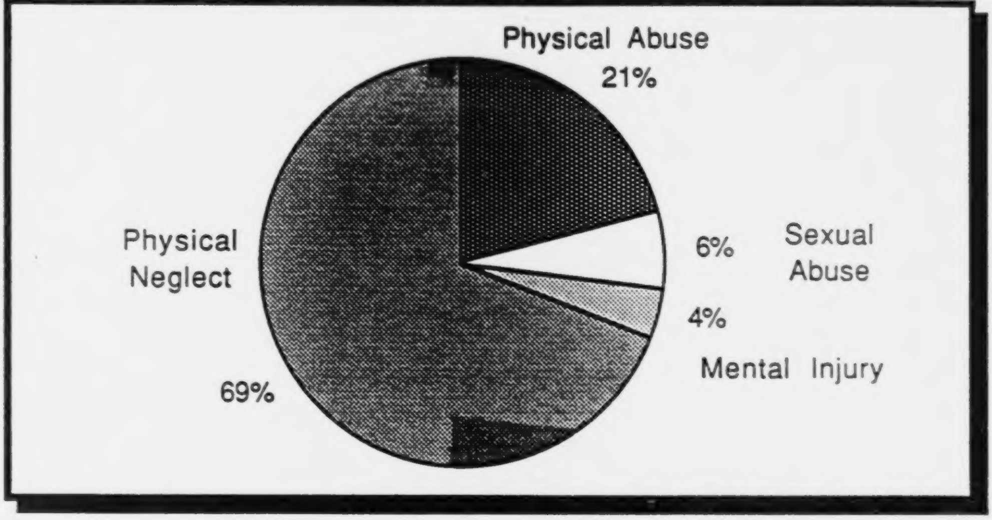
> *School employees made 1,143 substantiated reports of migrant child maltreatment and had the highest confirmation rate of the major reporting sources.*

Table 3. Selected Reporting Sources and Substantiation Rates

SOURCE	NUMBER REPORTS ALL	NUMBER REPORTS SUBSTANTIATED	PERCENT SUBSTANTIATED
SCHOOL EMPLOYEES	1,343	1,143	85.1
HRS EMPLOYEE	1,172	915	78.0
LAW ENFORCEMENT	1,000	772	77.2
NEIGHBOR/FRIEND	1,515	1,029	67.9
ANONYMOUS	1,229	715	58.1
OTHER RELATIVE	1,058	457	43.2

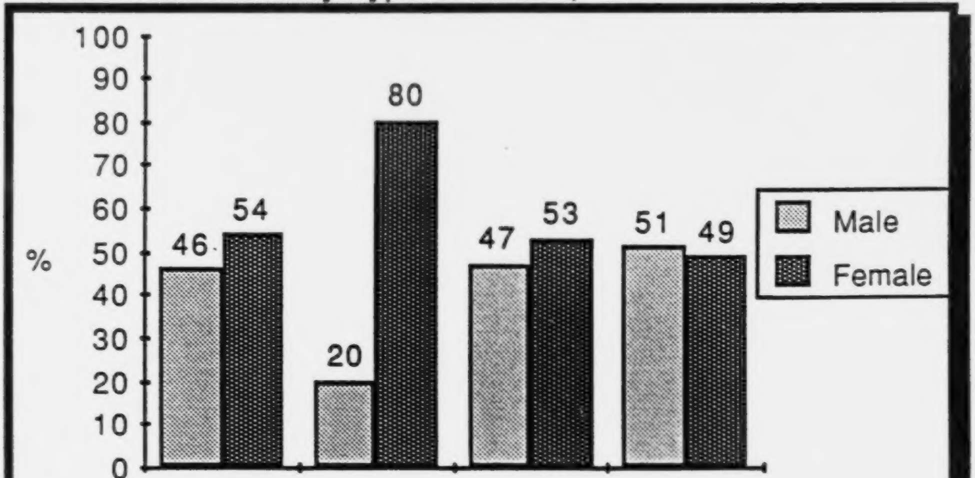
The preponderance of maltreatment incidents reflected in substantiated reports between 1972 to 1983 were incidents of physical neglect (69 percent). Another twenty one percent of the incidents involved some type of physical abuse.

Figure 9. Forms of Maltreatment in Substantiated Reports, 1972-1983



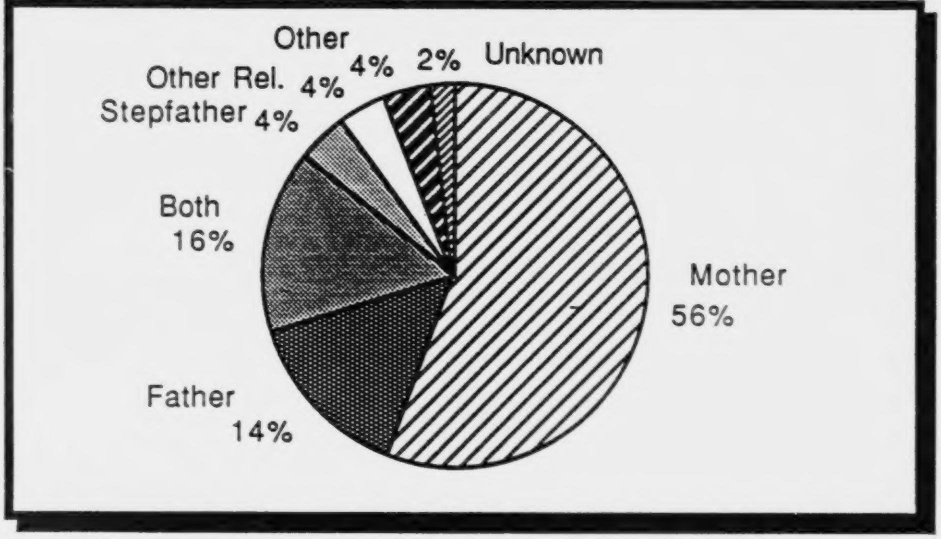
There were few significant differences between males and females with respect to form of maltreatment except that females were victims of sexual abuse incidents about 80 percent of the time.

Figure 10. Victim Sex by Type of Abuse, 1972-1983



The mother of the victim was the perpetrator of the abuse in 56 percent of the reports, while the father was cited in only 14 percent of the reports. Both parents were listed as perpetrators in 16 percent of the referrals.

Figure 11. Perpetrators for All Substantiated Reports, 1972-1983



Mothers were responsible for 52 percent of the physical abuse which took place and 69 percent of the physical neglect. Fathers perpetrated 24 percent of the physical abuse and 35 percent of the sexual abuse.

Table 4. Perpetrator and Type of Maltreatment, 1972-1983

	PHYSICAL ABUSE		SEXUAL ABUSE		MENTAL INJURY		PHYSICAL NEGLECT	
	N	%	N	%	N	%	N	%
MOTHER	743	52.0	29	5.1	57	24.9	3,487	70.1
FATHER	343	24.0	200	34.9	28	12.2	314	6.3
BOTH	114	8.0	29	5.1	115	50.2	886	17.8
STEPFATHER	86	6.0	58	10.1	0	00.0	114	2.3
OTHER REL.	86	6.0	86	15.0	29	12.7	86	1.7
OTHER	57	4.0	114	19.8	0	00.0	29	0.6
UNKNOWN	0	00.0	57	10.0	0	00.0	57	1.1
TOTALS[1]	1,429		573		229		4,973	

[1] Total includes only reports where perpetrator information was recorded.

DISCUSSION

The study summarized in this report was conducted to ascertain whether migrant children in Florida are a high-risk population for abuse and neglect and to establish various aspects of the maltreatment incidents in which they appear. Data collected on a statistically representative sample of migrant children suggest that many are abused or neglected each year according to the Florida child welfare standards. In fact, the rate of maltreatment among migrants in 1983 was about two and one half times the level in the states's population as a whole, a finding that is generally consistent with results from other states. The exact reasons for this are not clear, although many migrant families are subject to more stress than other families, are poorer and have fewer material resources, have less access to positive sources of social support, are more socially isolated, and are more likely to have to contend with enduring and severe hardships. While most parents can do nothing about these circumstances, such conditions still become manifested in violence or indifference towards the children in their care.

Although the report does not contain this information, there is other evidence of the chronic nature of this problem. One such indication is that a significant proportion of migrant children were maltreated on more than one occasion. For example, of the children abused or neglected in 1983, around 57 percent had been involved in a prior incident. Likewise, for the entire 1972-1983 period, around 50 percent had been the subject of another indicated referral. This is an unusually high recidivism rate given the national level which has been estimated at between 10 and 25 percent. A single fatality was recorded, corroborating a disturbing finding of a survey that was completed the preceding year.

Another pattern from this study that corresponds to other results is that intrastate migrants have the highest rate of abuse and neglect compared to interstate, and settled-out families. This could signify that intrastate families are treated differently by reporters and the child protection system, in part because they are more easily identified as migrants, or it could reflect an actual disparity in the vulnerability of intrastate children. Interstate families continued to have the lowest incidence rate, which was expected given that their mobility may tend to reduce detection, reporting, and investigation. The inability to locate migrant families, which is recorded in Florida, did not appear to be a prominent factor in whether or not the case was indicated, although it did affect the disposition of several cases. Transience probably exerts a mitigating influence on potential reporting sources, of which a primary consequence is that cases involving interstate children are not even brought to attention of authorities in the first place.

One apparent anomaly in the reported results is that children below the age of five did not sustain any physical abuse and are generally underrepresented in the group of maltreated children. This is particularly unusual in light of the well established fact that children of this age are the most likely to be harmed or injured. A partial explanation is that Florida migrants have a lower rate of physical abuse relative to the population at large, while another reason is that children 4 and younger are not as common in the study population, since it consists largely of school-age children. Still another possibility is that the sample was not of sufficient size to detect abuse in this cohort, which on the average only affects around four children per thousand in Florida, and about one child per thousand of that age.

The findings of this study should be extremely accurate, with the exception of results computed for small subclasses. Also, the overall design encouraged conservative estimates since the data were obtained from official records on abuse and neglect, which are known to significantly understate maltreatment rates. The conversion factor has an inflationary effect on the estimates, but the level of maltreatment among migrants would exceed that of other families even without this adjustment. Our most cautious estimate is that over 1,000 of Florida's migrant children are abused or neglected annually and that is still far too many. We sincerely hope that this study stimulates positive action on behalf of the many migrant families who appear here as statistics and that concerted efforts are made to eliminate the conditions underlying this pronounced rate of abuse and neglect. Only then will the ultimate purpose of this research be accomplished.

FOOTNOTES

[1] The estimated total of 2,434 maltreated migrant children was derived from a sample of 3,429 children who were under 18 years of age and actively enrolled in Florida during 1983, of whom 85 were determined to have been abused or neglected. Appendix B contains the complete set of statistical procedures employed to generate this and other estimates.

[2] The population maltreatment incidence rate was extrapolated from figures presented in the 1983 and 1985 reports *Child Welfare Services in Florida* which are part of an series issued every other year by the Department of Health and Rehabilitative Services.

[3] The complete sample contained 4,971 cases including children who were over the age of 18 or not in Florida during 1983. This entire sample was used for the retrospective portion of the study covering the period between 1972 and 1983, while only the subset of 3,429 cases which satisfied the age and enrollment conditions were used for the cross-sectional research component. Sample sizes, selected attributes, and sampling fractions are reported in Appendix A.

[4] Normally there is a distinction between reports and referrals that is not applicable here because of the way in which the data were compiled. Therefore, reports and referrals are used synonymously as are the terms incidents, complaints, and allegations.

[5] The definitions presented here are taken from the Florida Statutes, Section 415.503, Chapter 84-226.

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The following refererences were used in preparing this report even though they are not directly cited in the text.

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APPENDIX A
SAMPLE DESIGN AND CHARACTERISTICS

The samples for the study were generated from a file containing 76,071 children which comprised a small but unknown percentage of duplicate elements. They are properly classified as simple random samples since each element had the same selection probability. The size of the samples was constrained by several factors including the costs of cross-referencing each child against the abuse and neglect data base and the proportion of the samples expected to have been abused or neglected. Information on the complete or retrospective sample, which was utilized for the 1972-1983 period, is as follows:

POPULATION OF INTEREST	76,017	Migrant children whose last school enrollment was in the state of Florida. Sample used to assess maltreatment for 1972-1983 period.
SAMPLE SIZE	4,971	
SAMPLING FRACTION	.06539	

DISTRIBUTION OF SELECTED ATTRIBUTES:

GENDER-		
Male	2,563	51.6%
Female	2,408	48.4%
MIGRANT STATUS-		
Interstate	2,366	47.6%
Intrastate	679	13.7%
Resettled	1,926	38.7%
AGE-		
< 5	701	14.1%
5-9	1,623	32.6%
10-14	1,430	28.8%
≥ 15	1,217	24.5%

The cross-sectional estimates for 1983 were based on a subset of the full sample that conformed to two requirements in addition to those that had to be satisfied initially. To appear in this partial sample, the child had to be under the age of 18 for all or part of 1983 and actively enrolled in the state during that year. This further reduced the population and sample size to the following levels.

POPULATION OF INTEREST	52,486	Consists of migrant children having an active enrollment in Florida in 1983 and under the age of 18. Sample used to assess maltreatment only in 1983.
SAMPLE SIZE	3,429	
SAMPLING FRACTION	.06533	

Since both the population and sample sizes were determined indirectly through a series of adjustments derived from the original population, the distribution of attributes in the partial sample is not available. It is assumed that these distibutions would be similar given the high likelihood that the two additional selection factors are statistically independent of the characteristics under consideration. In otherwords, there is no reason to expect that children who were under the age of 18 and in Florida during 1983 differ significantly from those who were older than 18, not in the state, or both with respect to gender or migrant status. The distribution of ages would change for the partial sample, of course, as this was one of the defining criteria. This reconfigured age distribution is provided below.

DISTRIBUTION OF CHILD'S AGES:

AGE -		
< 5	541	15.8%
5-9	1,252	36.5%
10-14	1,103	32.2%
≥ 15	534	15.6%

APPENDIX B
INFERENTIAL PROCEDURES

All estimates were made through a weighting process that took into account the appropriate sampling fraction and a conversion factor. The conversion factor was used to produce counts of all children from each indicated report since the maltreatment records would only permit the enumeration of a single child even though other children in the family could have been subjects of the referral. This weight, which was 1.87, reflected the average number of children in an indicated case of abuse and neglect for the general Florida population. Since weighting affected only the totals, the sample proportions were maintained as were the relationships between children, reports, and incidents.

For the partial sample, the estimation proceeded as follows:

85 -The number of maltreated children in the sample
x 28.64 -A composite weight representing the inverse of the sampling fraction and the conversion factor
2,434 -The estimated total number of migrant children who were maltreated in 1983

137 -Reports on the maltreated children
x 28.64 -The composite weight
3,923 -The estimated total number of reports on migrant children confirmed during 1983

152 -The number of incidents of abuse and neglect
x 28.64 -The composite weight
4,353 -The estimated total number of incidents of abuse and neglect involving migrant children in 1983

The effect of applying these inferential methods is summarized below:

	SAMPLE	POPULATION
Size	3,429	52,486
Maltreated Children	85	2,434
Confirmed Reports	137	3,923
Incidents	152	4,353
Reports/Child	1.6	1.6

A similar set of techniques was used to obtain estimates from the full sample, although the weights were slightly different because of the larger sampling fraction. For the 1972-83 period, the relevant statistical compilations were:

143	-The number of migrant children in the sample maltreated between 1972 and 1983
x 28.55	-The composite weight for the full sample
4,083	-The total number of children estimated to have been abused or neglected during this period

362	-Reports on these children
x 28.55	-The composite weight
10,348	-The total estimated number of confirmed reports received during the study period

To actually arrive at the parameter estimates, the preceding weights were applied individually to each observation, depending upon whether the calculations were being made for the retrospective or cross-sectional sample, and summed across either set.

Finally, since these statistics are subject to the usual sampling variations, there is the possibility that they are in error simply due to chance. The magnitude of this sampling bias cannot be controlled, except by increasing the sample size, but it can be estimated. The following confidence intervals have been compiled for the total number of maltreated children for both samples and the overall incidence rate as an indication of the relative precision of the procedure used to obtain the results. In evaluating this information, it is important to keep in mind that the intervals are probabilistic devices and would encompass the parameter estimates for 95 of 100 samples on the average if the selection operations were repeated indefinitely. Also, it must be realized that it is not possible to determine whether or not these particular intervals contain the estimates in question.

SAMPLE	ESTIMATE	INTERVAL	RANGE
Retrospective	4,083	4,083± 657	3,426 - 4,740
Cross-sectional	2,434	2,434± 544	1,890 - 2,978
Cross-sectional	46.4	46.4± 10.4	36.0 - 56.8

ATTACHMENT 2
MIGRANT CHILD MALTREATMENT IN PENNSYLVANIA: A STUDY OF INCIDENCE AND PATTERNS

Migrant Child Maltreatment in Pennsylvania
A Study of Incidence and Patterns

Cornell University

Migrant Child Maltreatment in Pennsylvania
A Study of Incidence and Patterns

Prepared by

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December, 1986

Funding for this report was made possible through the Migrant Education Interstate and Intrastate Coordination Program, Section 143, Office of Migrant Education, Compensatory Education Programs, U.S. Department of Education. However, its contents do not necessarily reflect the official position of that agency or its policies and no endorsement should be inferred from its sponsorship.

ESCAPE: A U.S. Department of Education 143 Project in Interstate Coordination. A Program of the New York State Education Department, Migrant Education Unit, under contract with the Family Life Development Center, Department of Human Development and Family Studies, College of Human Ecology, Cornell University. ESCAPE is administered under New York State Department of Education project number 28-86-0026.

INTRODUCTION

The following report is the culmination of an investigation of the incidence of child maltreatment among migratory farmworkers in Pennsylvania. This investigation was performed as one of the primary objectives of the 1983-84 ESCAPE (Eastern Stream Child Abuse Prevention and Education) Project's plan of work for that year. The study was requested by Pennsylvania's Director of Migrant Education and was sponsored by a grant from the U.S. Department of Education. In addition to completing maltreatment incidence assessments for the states of New York, Florida, Pennsylvania, Texas, and New Jersey, ESCAPE is responsible for training migrant educators on child abuse and neglect, assisting state and local education agencies in formulating protocols for reporting migrant child maltreatment, preparing resource materials and disseminating information on migrant child abuse and neglect, developing child abuse prevention plans for participating states, and promoting interagency and interstate coordination to reduce the incidence of child maltreatment in the migrant population.

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ACKNOWLEDGEMENTS

This report was produced through a unique collaborative effort between the Pennsylvania Department of Education, the Pennsylvania Department of Public Welfare, and the Family Life Development Center at Cornell University. While many people assisted with this work, we are particularly grateful to Warren Lewis, Director of the Abuse Registry, for his contribution. Warren was involved in practically every aspect of the study and was directly instrumental in securing administrative approval of the data collection activity and in facilitating the necessary logistical arrangements. He has also displayed uncommon patience and understanding during the long period that it has taken to analyze the data and prepare our findings.

We are additionally indebted to the following people for their role in the successful completion of this study: Manuel Recio, Migrant Education Director; Joseph Dunn, former director, and Dr. Michael Reed, all with the Department of Education: Dr. Margaret Jean Sosnowski, Deputy Secretary of the Office of Children, Youth, and Families; and Lee Miller, Director, Bureau of Family and Community Programs, both with the Department of Public Welfare. Karen Miller Motter was responsible for the data retrieval operations, which she very capably both supervised and accomplished. Eileen Bradel, Doreen Seiders, and Paula Heider were likewise superb at the difficult and often tedious task of compiling and coding the information upon which this report is based.

Although this investigation could not have been performed without the help of the people cited above, they are not accountable for any errors or omissions in the contents of the report. The authors alone assume all blame for any deficiencies. We also apologize to anyone who was deserving of special recognition but was not mentioned.

SUMMARY OF FINDINGS

Reports Confirmed During 1983

- According to official reports received by the Department of Public Welfare, a total of 24 migrant children were maltreated in 1983.

- The incidence rate of migrant maltreatment in 1983 was 5.1 children per thousand which was about 3 times the incidence rate of the entire state of Pennsylvania during the same year.

- Intrastate migrants, with a rate of 13.4 children per thousand, had the highest level of maltreatment among the three groups of farmworkers. No abuse or neglect was detected among children of interstate families.

- During 1983, school personnel initiated the highest percentage of substantiated reports (10 reports out of the total 25 substantiated reports made during that year) on migrant children.

- Around 42 percent of the migrant children maltreated during 1983 were between the ages of 10 and 14 years, yet children in this age group constituted only about 30 percent of the study population.

- Sexual abuse incidents comprised 50 percent of the maltreatment involving migrant children during 1983, while physical abuse accounted for 47 percent of the total number of incidents.

- In only 44 percent of the cases substantiated in 1983, the abuse or neglect was perpetrated by the child's mother or father.

- Of all the physical abuse incidents, about 82 percent were committed by a member of the child's immediate family. Over 50 percent of the sexual abuse incidents were attributed to someone outside the child's immediate family such as a peripheral family relative.

Reports Confirmed Between 1976 and 1984

- The number of substantiated reports of migrant child maltreatment has increased dramatically from 1980 onward.

- From 1982 to 1984, 80 percent (12 out of 15) of the reports made by school employees were substantiated.

- Sixty percent of the abuse which occurred during the period from 1976-1984 was in the form of physical abuse. Another 35 percent of the abuse incidents were in the form of sexual abuse.

- Mothers and fathers were cited in over half of the reports as the perpetrators of the abuse involving a migrant child.

- Mothers were involved in roughly 49 percent of the incidences of physical injury in the Pennsylvania migrant population from 1976-1984. Slightly less than 30 percent of the sexual abuse was done by fathers, while relatives and paramours were implicated in another 30 percent of the sexual abuse incidents.

RESEARCH METHODS

The data for this study were obtained from two sources. Initially, an enrollment listing was compiled from certificates of eligibility maintained by Pennsylvania's migrant education program. This listing provided the names of all migrant children receiving services through this agency who were then individually cross-referenced with records accessed through the Pennsylvania Department of Public Welfare abuse registry to determine whether each child had been the subject of an abuse report.[1] If the child had been involved in a report, all information available on that particular incident was collected.

The specific items pertaining to each child in the Pennsylvania migrant enrollment listing included the home base state of the family, family size, family structure, type of labor activity, migrant status (i.e., interstate, intrastate, or resettled), sex of the child, and the child's birthdate.

Report based information was obtained from the computerized files of the Pennsylvania Department of Public Welfare abuse registry. This information, which included the date of the report, the relationship of the perpetrator to the child, the referral source, the type of maltreatment and the status determination of the report, was acquired on each report made between 1976 and 1984 on all maltreated migrant children.

These two data sets were keyed into separate data files and entered into Cornell's mainframe computer. Once both data files were entered into the computer, they were merged to form a single data set containing both descriptive information on all migrant children in the state and their families and report based information on each substantiated abuse or neglect incident in which a specific child may have appeared.[2,3]

This combined data set compiled on maltreated migrant children in Pennsylvania was used to address the following questions: 1. How many migrant children were maltreated?; 2. What type of maltreatment was sustained by these migrant children?; 3. Who are the perpetrators of this maltreatment?; 4. What are some of the distinguishing characteristics of these maltreated migrant children and their families? Each of these questions was considered for the base year of 1983 and for the entire period from 1976-1984.[4]

To properly interpret the study results, the specific definition of child abuse and neglect provided by the Pennsylvania Child Protective Services Law should be applied. According to this statute, child abuse is defined as:

"serious **physical** or **mental** injury which is not explained by available medical history as being accidental, or sexual abuse or exploitation, or serious physical neglect, of a child under 18 years of age, if the injury, abuse or neglect, has been caused by acts or omissions of the child's parents or by a person responsible for the child's welfare, or any individual residing in the same home as the child, or a paramour of the child's parent provided, however, no child shall be deemed to be physically or mentally abused ... solely on the grounds of environmental factors which are beyond the control of the person responsible for the child's welfare such as inadequate housing, furnishings, income, clothing, and medical care."

An exception is also made for those instances where in good faith the child is being "furnished treatment by spiritual means through prayer alone in accordance with the tenets and practices of a recognized church or religious denomination by a duly accredited practitioner thereof or is not provided specified medical treatment in the practice of religious beliefs."

Sexual abuse is further defined as "the obscene or pornographic photographing, filming or depiction of children for commercial purposes, or the rape, molestation, incest, prostitution, or other such forms of sexual exploitation of children under circumstances which indicate that the child's health or welfare is harmed or threatened thereby."[5]

RESULTS

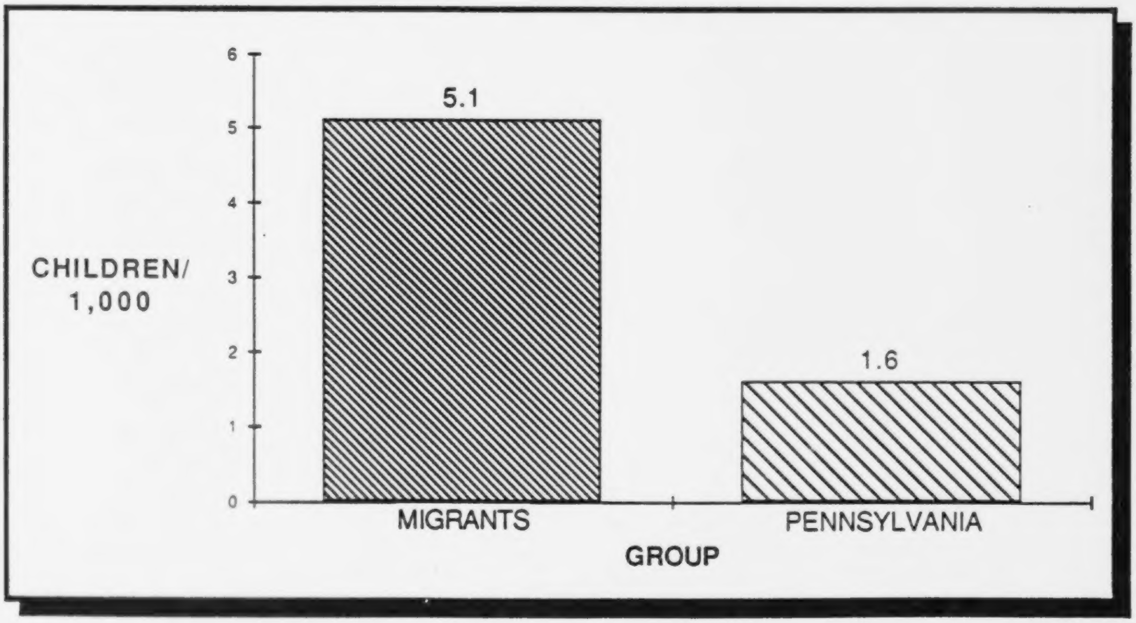
This section of the report presents summary information on migrant child maltreatment in the state of Pennsylvania from 1976-1984. Statistics from 1983 are considered first, followed by those for the entire period from 1976-1984. All statistics contained in this report are based on substantiated reports involving identified migrant children. Unsubstantiated reports, those reports where an investigation has not produced credible evidence in support of an allegation, have been excluded from the data analysis, unless otherwise specified.

1983 Reports

A total of 25 substantiated referrals involving 24 migrant children were recorded in the state of Pennsylvania during 1983. This was out of a total of 4,711 children who were under the age of eighteen and in the state at some point during that year.

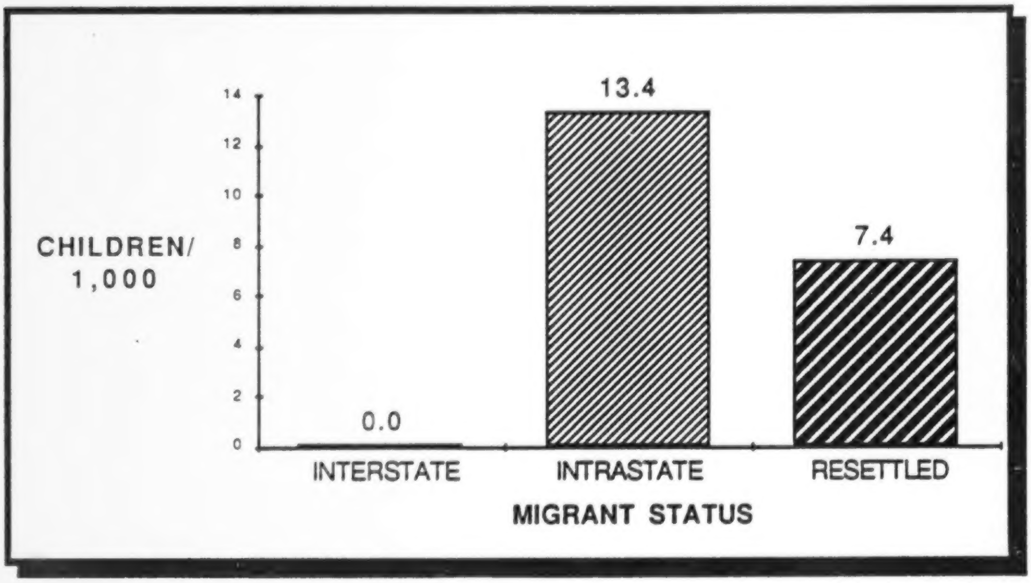
> *The estimated incidence rate of migrant child maltreatment in Pennsylvania during 1983 was 5.1 children per 1,000 compared to an incidence rate of 1.6 for the entire population of the state of Pennsylvania for that year.*

Figure 1. Child Maltreatment Incidence Rates for Pennsylvania Migrants and the General Population, 1983



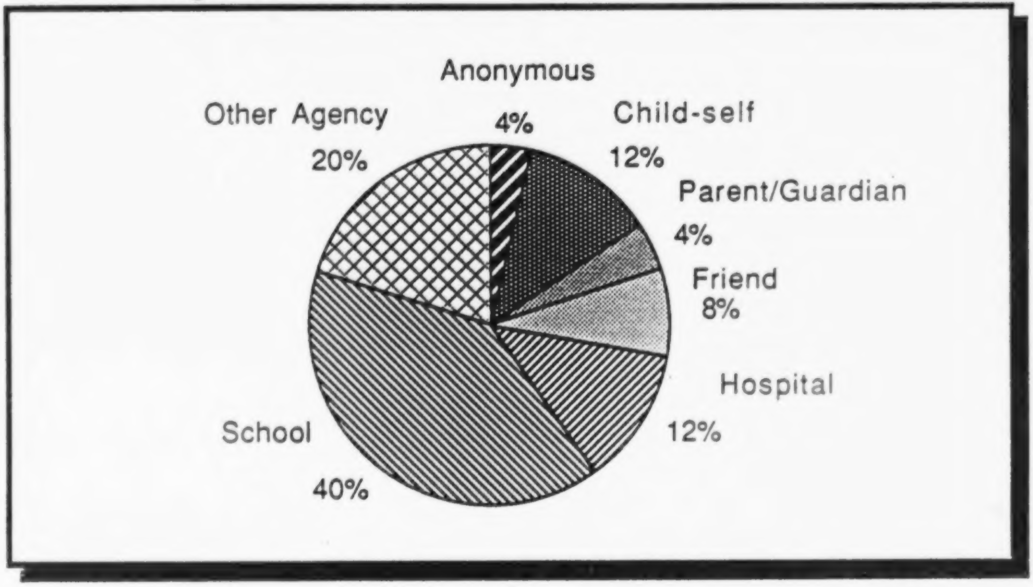
No maltreatment was recorded on children from interstate families. However, the rate among intrastate migrants was 13.4 children per thousand and children from resettled families had an incidence rate of 7.4. The level of maltreatment in both of these groups was considerably higher than that of the state as a whole.

Figure 2. Incidence Rates for Interstate, Intrastate, and Resettled Migrants



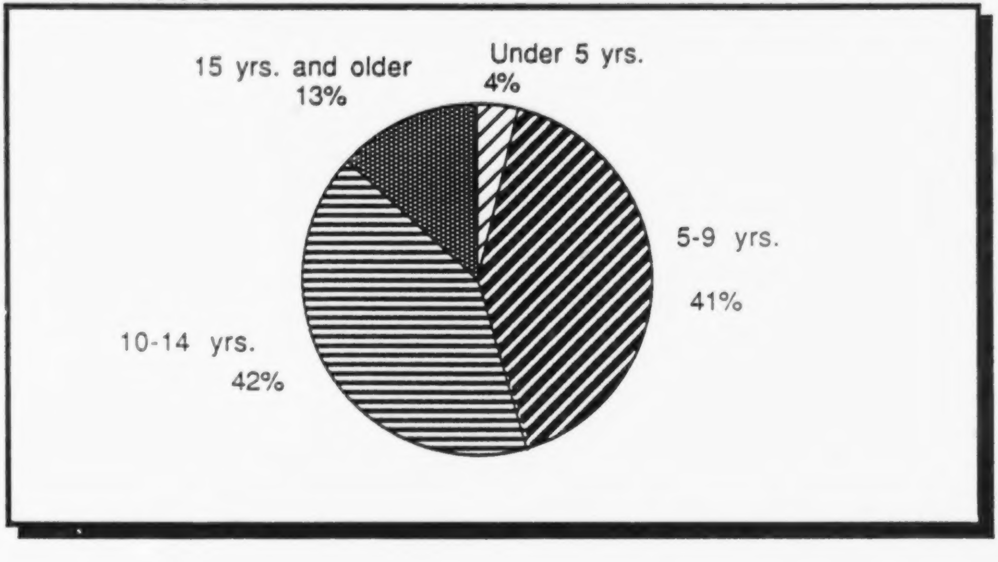
School employees made 10 out of the 25 substantiated reports (40 percent) of migrant maltreatment in 1983, while personnel from other public or private social agencies made 5 reports (20 percent).

Figure 3. Referral Source for all Substantiated Reports on Migrant Children in 1983



Migrant children in the 10-14 year old cohort were at the highest risk of maltreatment, constituting around 42 percent of those children who were abused or neglected.

Figure 4. Age of Children Involved in Substantiated Reports in 1983



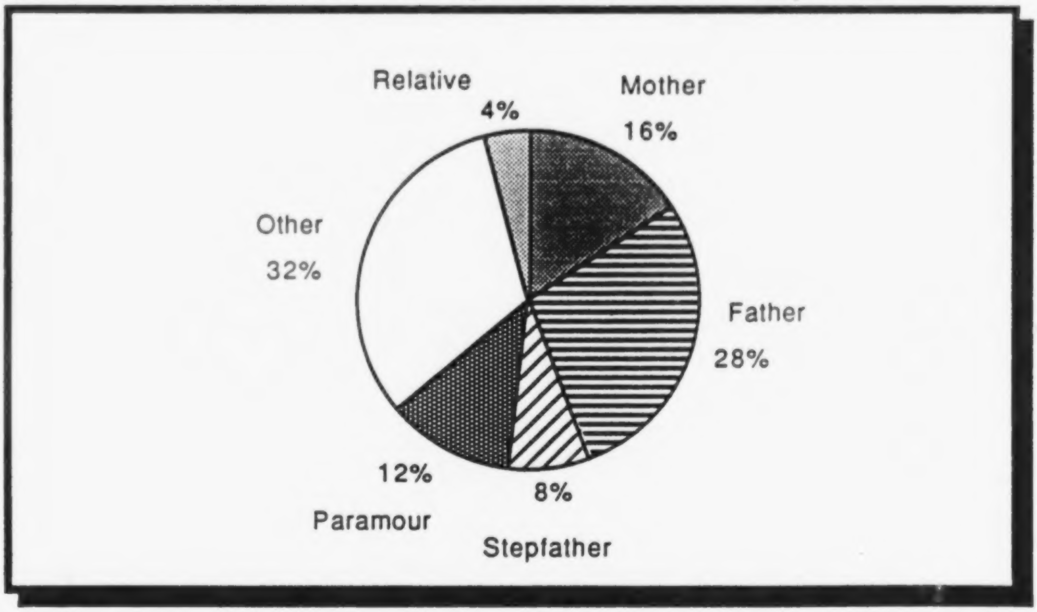
Sexual abuse was the most frequently occurring form of maltreatment, comprising 50 percent of the incidents involving migrant children. Physical abuse was the next most common form of maltreatment accounting for 47 percent of the incidents.

Table 1. Forms of Maltreatment for Reports on Migrant Children Substantiated in 1983

			TOTALS BY FORM	
	N	%	N	%
PHYSICAL ABUSE			17	47.2
Bruises	10	27.8		
Welts	4	11.1		
Lacerations	2	5.5		
Other	1	2.8		
SEXUAL ABUSE			18	50.0
Rape	1	2.8		
Statuatory Rape	2	5.5		
Deviate Intercourse	5	13.9		
Sexual Assault	10	27.8		
MENTAL INJURY			0	00.0
PHYSICAL NEGLECT			1	2.8
Medical Neglect	1	2.8		

Parents were designated as perpetrators of only 44 percent of the maltreatment cases substantiated in 1983.

Figure 5. Perpetrators Designated in 1983 Reports



At least one member of the child's immediate family was the perpetrator in around 82 percent of the reports and over 50 percent of the sexual abuse incidents were attributed to someone outside the child's family such as a peripheral family relative.

Table 2. Perpetrator and Form of Maltreatment for all Reports on Migrant Children Confirmed in 1983

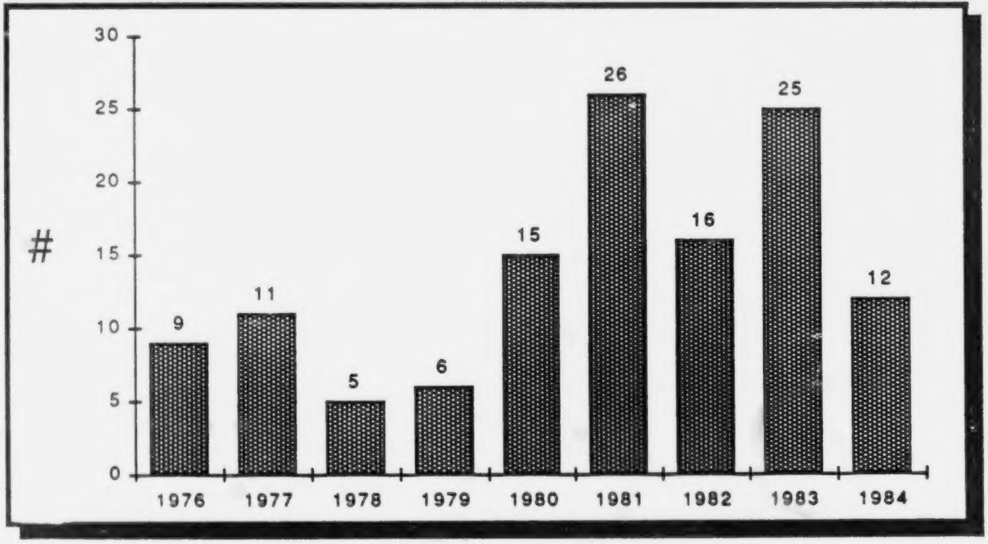
	PHYSICAL ABUSE		SEXUAL ABUSE		MENTAL INJURY		PHYSICAL NEGLECT	
	N	%	N	%	N	%	N	%
MOTHER	6	35.3	0	00.0	0	00.0	0	00.0
FATHER	6	35.3	1	5.5	0	00.0	1	100.0
STEPFATHER	2	11.8	0	00.0	0	00.0	0	00.0
PARAMOUR	2	11.8	5	27.8	0	00.0	0	00.0
RELATIVE	0	00.0	1	5.5	0	00.0	0	00.0
OTHER	1	5.8	1	5.5	0	00.0	0	00.0
TOTALS	17		8		0		1	

1976-1984 Reports

Out of the 5,110 migrant children in Pennsyvlania who were at risk of maltreatment, 105 were involved in 125 substantiated reports between 1976 and 1984.

Reports of maltreatment in the migrant population increased dramatically after 1979, but have remained relatively constant for three of the four years since then.

Figure 6. Substantiated Reports by Year, 1976-1984



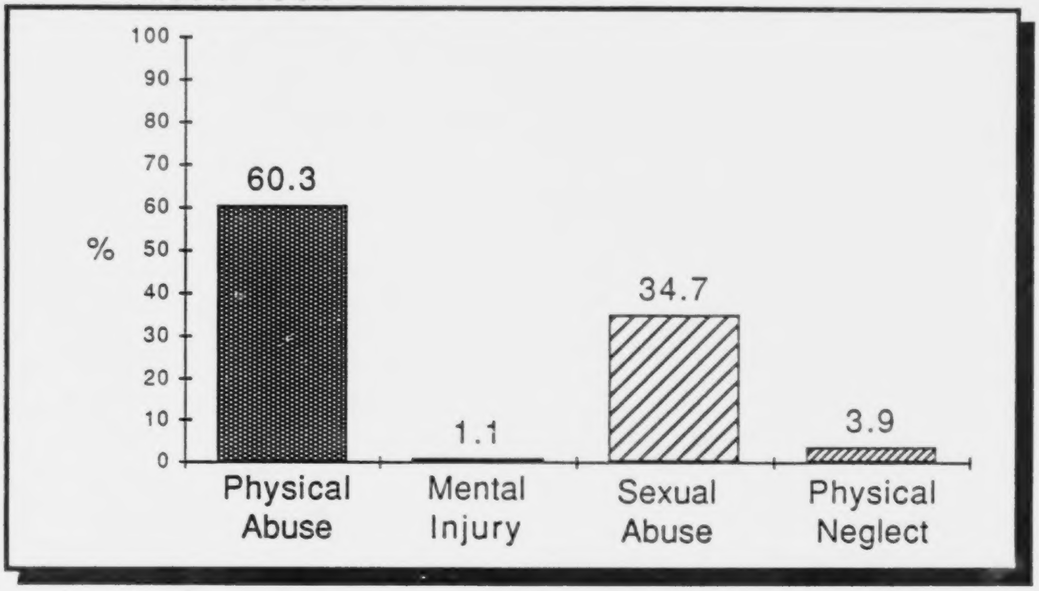
School employees continued to be a primary source of referrals on abuse incidents involving migrant children and reports originating with schools were substantiated at higher rates.

Table 3. Selected Reporting Sources and Substantiation Rates[6]

SOURCE	NUMBER REPORTS ALL	NUMBER REPORTS SUBSTANTIATED	PERCENT SUBSTANTIATED
OTHER SOURCES	8	7	87.5
SCHOOL EMPLOYEES	15	12	80.0
PARENT/GUARDIAN	7	6	71.4
HOSPITAL EMPLOYEE	9	5	55.6
FRIEND/NEIGHBOR	7	3	42.9
OTHER AGENCY	13	5	38.5
ANONYMOUS	6	1	16.7

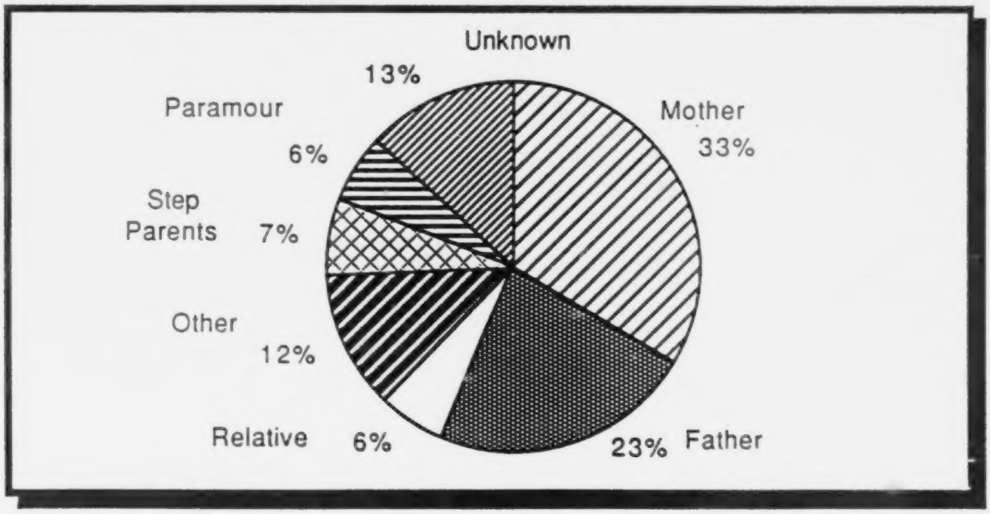
Slightly over 60 percent of the migrant child maltreatment which occurred between 1976 and 1984 was physical abuse, while approximately one-third of the maltreatment took the form of sexual abuse.

Figure 7. Forms of Maltreatment in Substantiated Reports, 1976-1984



The mother of the victim was the perpetrator of the maltreatment in 33 percent of the reports, while the father was cited in 23 percent of the reports.

Figure 8. Perpetrators for All Substantiated Reports, 1976-1984



Mothers were responsible for 49 percent of the physical injury in the Pennsylvania migrant population from 1976-1984. The majority of sexual abuse incidents were perpetrated by fathers, although paramours, siblings, and other caretakers were also prominent.

Table 4. Perpetrator and Type of Maltreatment, 1976-1984

	PHYSICAL ABUSE		SEXUAL ABUSE		MENTAL INJURY		PHYSICAL NEGLECT	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
MOTHER	52	49.1	2	3.3	0	00.0	4	57.1
FATHER	20	18.9	18	29.5	1	50.0	1	14.3
STEPPARENTS	5	4.7	5	8.2	0	00.0	0	00.0
RELATIVE	1	0.9	8	13.1	1	50.0	0	00.0
PARAMOUR	4	3.8	10	16.4	0	00.0	0	00.0
OTHER	8	7.5	12	19.7	0	00.0	2	28.6
UNKNOWN	16	15.1	6	9.8	0	00.0	0	0.0
TOTALS[1]	106		61		2		7	

[1] Total includes only reports where perpetrator information was recorded.

DISCUSSION

The study summarized in this report was conducted to ascertain whether migrant children in Pennsylvania are a high-risk population for abuse and neglect and to establish various aspects of the maltreatment incidents in which they appear. Data collected on migrant children who were in the state during 1983 suggest that only a small number of children are abused or neglected each year according to the Pennsylvania child welfare standards. However, the rate of maltreatment among migrants was about three times the level in the state's population as a whole, a finding that is generally consistent with results from other states. The exact reasons for this are not clear, although many migrant families are subject to more stress than other families, are poorer and have fewer material resources, have less access to positive sources of social support, are more socially isolated, and are more likely to have to contend with enduring and severe hardships. While most parents can do little or nothing about these circumstances, such conditions still become manifested in violence or indifference towards the children in their care.

The specific details about the incidence rate of migrant maltreatment, sources of migrant maltreatment reports, and the type of maltreatment sustained by migrant children are worth reiterating and require further discussion to fully emphasize their significance.

Perhaps the most noteworthy result of this investigation pertains to the incidence rate of migrant child maltreatment in Pennsylvania during 1983. As reported earlier, 24 out of 4,711 migrant children were involved in substantiated referrals of child maltreatment that year. The incidence rate of 5.1 children per thousand compiled for migrants compares to an incidence rate of child maltreatment in the state of Pennsylvania as a whole of 1.6 children per thousand (5,623 children out of 3,565,110). Even though there were very few migrant children who were maltreated, there would have been only eight migrant children maltreated if the general population incidence level would also have applied to migrant families. The simple fact that migrant children in the state of Pennsylvania have a maltreatment incidence rate that is substantially greater than the rate for non-migrants distinguishes this group as a high risk population which requires comprehensive child maltreatment prevention and intervention services to fully address their needs.

Another important piece of information which emerged from this study concerns the sources of indicated reports of migrant child maltreatment. Data on these sources in 1983 showed that 40 percent of the reports on migrant children originated with school employees. This trend also held for reports made between 1982-1984 with school employees making 25 percent of the substantiated referrals during that time period. These findings suggest that school employees in the state of Pennsylvania are very aware of child maltreatment issues and are willing to refer situations to the appropriate authorities when necessary.

Related to the tendency for school officials to make reports of migrant maltreatment is the finding that over 80 percent of the migrant children involved in substantiated reports of maltreatment during 1983 were between the age of 5 and 14 years old. Given the propensity of school officials to report migrant maltreatment, it is not clear whether this age group is of higher risk than other migrant children or they just happen to be reported more frequently than younger and older children.

Finally, there appears to be an unusual amount of sexual abuse occurring in the migrant population in Pennsylvania. In 1983, 50 percent of the incidents of maltreatment which occurred in the migrant population were in the form of sexual abuse, while 47 percent of the incidents of abuse involved some type of physical injury. These figures differ appreciably from those for the entire state of Pennsylvania during 1983 where incidents of a sexual nature were only about 34 percent of the total with physical injuries constituting most of the remainder. Therefore, in the migrant population, the amount of sexual abuse and physical abuse were approximately equal. However, in the population as a whole, sexual abuse occurred about half as frequently as physical abuse. These disparities are particularly large and tend to illustrate that prevention activities aimed at the migrant population should focus on the prevention and identification of this type of maltreatment. Moreover, since such a large proportion of these incidents were perpetrated by someone other than a family member, additional resources should be devoted to insuring that migrant parents do not have to rely upon friends and relatives to care for their children or to educate them to the dangers of leaving their children in the care of others.

FOOTNOTES

[1] This name search was conducted by former employees of the abuse registry who were familiar with the system and its utilities. Each migrant child in the source listing was entered separately along with information, such as gender and date of birth, that would allow his or her identity to be positively established. The staff hired for this purpose also made independent decisions about whether the migrant child in question was actually the subject of the maltreatment incident.

[2] Substantiated in this context refers to reports that were either founded or indicated. The former of these statuses pertains to determinations that were arrived at through court proceedings, while the latter includes those that were based on medical evidence, an investigation by a child protection unit, or perpetrator admission.

[3] The file containing the enrollment information was deidentified by removing the names of the children before this merging process took place to comply with the regulations governing the confidentiality of records retained in the abuse registry.

[4] Since the study was actually conducted during the summer of 1984, the data for that year were only compiled through August. Also information on certain items for reports filed prior to 1982 is not available because of changes in the abuse registry data base.

[5] The definitions presented here are taken from the Pennsylvania Child Protective Services Law, Act 136 of 1982, Section 3.

[6] Data in this table are only for the period between 1982 and 1984 because information on referral sources was not recorded before then.

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The following references were used in preparing this report even though they are not directly cited in the text.

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APPENDIX A
SELECTED ATTRIBUTES OF THE SUBJECT POPULATION

The study population consisted of 5,110 children who had an active enrollment in the Pennsylvania Migrant Education Program at some point during 1983. Cross-sectional findings for that year, however, were compiled only for the 4,711 children who were also under the age of eighteen, while the retrospective results are for the total complement of children. This subset of children seventeen and younger was employed simply because older children are considered adults under current child protection statutes. Aggregate information on the full set of children included in this study is presented as follows:

GENDER-

Male	2,587	50.7
Female	2,512	49.3

AGE-

< 5	978	19.2
5-9	1,681	33.1
10-14	1,500	29.5
≥ 15	921	18.2

MIGRANT STATUS-

Interstate	2,226	44.6
Intrastate	595	11.9
Resettled	2,166	43.4

FAMILY SIZE-

2	126	2.5
3-4	1,896	37.4
5-6	2,309	45.5
> 6	740	14.6

FAMILY STRUCTURE-

Single parent	614	12.0
Two-parent	4,415	86.6
Other	66	1.4

PARENTS' LABOR ACTIVITY-

Fruit picking	986	20.8
Veg. picking	1,823	38.4
Processing	746	15.7
Dairying	411	8.7
Fruit and Veg. Picking	151	3.2
Other	632	13.3

SELECTED HOME BASE STATES-

Pennsylvania	1,602	31.6
Puerto Rico	1,360	26.8
Florida	759	15.0
New York	324	6.3

ATTACHMENT 3
THE INCIDENCE AND PATTERNS OF MALTREATMENT AMONG MIGRANT CHILDREN IN NEW JERSEY

The Incidence and Patterns of Maltreatment Among Migrant Children in New Jersey

ESCAPE

Cornell University

The Incidence and Patterns of Maltreatment Among Migrant Children in New Jersey

Prepared by

Oscar W. Larson, III and Amy Jo Svirsky

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February, 1987

Funding for this report was made possible through the Migrant Education Interstate and Intrastate Coordination Program, Section 143, Office of Migrant Education, Compensatory Education Programs, U.S. Department of Education. However, its contents do not necessarily reflect the official position of that agency or its policies and no endorsement should be inferred from its sponsorship.

ESCAPE: A U.S. Department of Education 143 Project in Interstate Coordination. A Program of the New York State Education Department, Migrant Education Unit, under contract with the Family Life Development Center, Department of Human Development and Family Studies, College of Human Ecology, Cornell University. ESCAPE is administered under New York State Department of Education project number 28-86-0026.

INTRODUCTION

The following report is the culmination of an investigation of the incidence of child maltreatment among migratory farmworkers in New Jersey. This investigation was performed as one of the primary objectives of the 1984-85 ESCAPE (Eastern Stream Child Abuse Prevention and Education) Project's plan of work for that year. The study was requested by New Jersey's Director of Migrant Education and was sponsored by a grant from the U.S. Department of Education. In addition to completing maltreatment incidence assessments for the states of Florida, New Jersey, New York, Pennsylvania, and Texas, ESCAPE is responsible for training migrant educators on child abuse and neglect, assisting state and local education agencies in formulating protocols for reporting migrant child maltreatment, preparing resource materials and disseminating information on migrant child abuse and neglect, developing child abuse prevention plans for participating states, and promoting interagency and interstate coordination to reduce the incidence of child maltreatment in the migrant population.

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ACKNOWLEDGEMENTS

This report was produced through a unique collaboration between the New Jersey Department of Education, the New Jersey Department of Human Services, and the Family Life Development Center at Cornell University. While many people assisted with this work, we are particularly grateful to Leonard Feldman, Assistant Chief, Bureau of Research, Evaluation, and Quality Assurance, Division of Youth and Family Services, for his contribution. Len was involved in every aspect of the study and was instrumental in securing the necessary administrative approval from his agency. He also supervised the data collection activity and the process of assembling the data set, and coordinated the logistical arrangements. As Len so capably assumed a burden which would normally have been ours, we obviously could not have prepared the report without his considerable and superb efforts.

We are additionally indebted to the following people for their role in the successful completion of this study: Dr. Sylvia Roberts, Director, Division of Compensatory/Bilingual Education; Howard Shelton, Manager, Office of Compensatory Education, Division of Compensatory/Bilingual Education; and William Smith, former manager, all with the Department of Education: Thomas Blatner, Director, Division of Youth and Family Services Management Team; and Mark Wickley, Chief, Bureau of Research, Evaluation, and Quality Assurance, both with the Department of Human Services: Winford (Joe) Miller, Director; and Maxwell Dyer, Assistant Director, User Services, who are with the Migrant Student Record Transfer System.

Although this investigation could not have been performed without the help of the people cited above, they are not accountable for errors or omissions in the contents of the report. Any deficiencies are the exclusive responsibility of the authors. We also apologize to anyone who was deserving of special recognition but was not mentioned.

SUMMARY OF FINDINGS

- According to official reports received by the New Jersey Division of Youth and Family Services, a total of 31 migrant children were abused or neglected in 1984.

- The estimated incidence rate of maltreatment among migrant families in New Jersey during 1984 was 11.5 children per thousand compared to an incidence rate of 7.1 per thousand for the entire state's population that year.

- Intrastate migrants, with a rate of 12.7 children per thousand, had the highest level of maltreatment among the three groups of children. This was not significantly different than the rate of 12.1 children per thousand observed for resettled migrants. Both these rates are somewhat higher than the rate of maltreatment for interstate migrants which was 8.9 children per thousand.

- During 1984, professionals initiated the largest percentage of the substantiated reports (20 reports out of the total 31 substantiated reports made during that year) on migrant children. However, friends and neighbors, which accounted for 9 reports, were the single most prominent source.

- Around 55 percent of the migrant children maltreated during 1984 were between the ages of 5 and 9 years, yet children in this age group constituted only about 40 percent of the study population.

- Of the 45 confirmed incidents of maltreatment on migrant children during 1984, 76 percent were classified as neglect. Sexual abuse accounted for 16 percent, while only 9 percent involved some type of physical abuse. This pattern varied significantly from that of the state where physical abuse represented about 42 percent of the substantiated allegations.

- In over 70 percent of the cases confirmed in 1984, the abuse or neglect was perpetrated by the child's mother or father.

- Of all the neglect incidents, about 82 percent were committed by a member of the child's immediate family. Over 85 percent of the sexual abuse incidents were attributed to step-parents.

- In the majority of substantiated incidents, the perpetrator was female (19 out of 28 perpetrators where the gender was known).

- Ten of the 23 perpetrators for which an age could be established were between 20 and 30 years old. Of the remainder, 4 were under 20 years old with the youngest being only 15 years of age.

- Of the 145 total incidents of maltreatment that were reported on migrant children, the majority were received from teachers or other school officials. Incidences reported by Child Welfare Agencies were substantiated at a rate of about 68 percent, while only about 10 percent of the reports from anonymous sources were confirmed.

- Around 23 percent of the reports originated during the month of November, although another 40 percent occurred in December, February, and July.

- Eight of the 31 children maltreated in 1984 were also involved in a case of abuse or neglect that was opened in 1985 or 1986, which is recidivism rate of approximately 26 percent.

- Around 50 percent of the maltreated children were in either in Atlantic or Salem County when the incident occurred.

- The rate of child abuse and neglect in the migrant population appears to be consistently higher then the general level of maltreatment in New Jersey, although this differential was smaller in 1983.

RESEARCH METHODS

The data for this study were obtained from two sources. Initially, an enrollment listing of children receiving services through the New Jersey migrant eduction program was compiled by the Migrant Student Record Transfer System (MSRTS), a national data base containing education and health records on all migrant students in the country. The names in this listing were then individually cross-referenced with records accessed through the Child Abuse Central Registry operated by the Division of Youth and Family Services to determine whether each child had been the subject of an abuse report.[1] If the child had been involved in a report, selected information available on that particular incident was collected.

The specific items pertaining to each child in the migrant enrollment listing included the home base state of the family, migrant status (i.e., interstate, intrastate, or resettled), sex of the child, the child's birthdate, the date of the child's enrollment in the state, and the date the child arrived in New Jersey.

Report based information was obtained from the computerized files of the Central Registry. This information, which included the date of the report, the relationship of the perpetrator to the child, the gender, race, and age of the perpetrator, the referral source, the type of maltreatment and the status determination of the report, the county where the referral originated, the number of other children involved in the incident, and whether the child was abused or neglected at a subsequent point was acquired on each report made during 1983 and 1984 on all maltreated migrant children.

These two data sets were merged by the Division of Youth and Family Services to form a single data set containing both descriptive information on all migrant children in the state and report based information on each substantiated abuse or neglect incident in which a specific child may have appeared.[2,3]

This combined data set compiled on maltreated migrant children in New Jersey was used to address the following questions: 1. How many migrant children were maltreated?; 2. What type of maltreatment was sustained by these migrant children?; 3. Who are the perpetrators of this maltreatment?; 4. What are some of the distinguishing characteristics of these maltreated migrant children? Each of these questions was considered for the base year of 1984 and for the prior year.[4]

To properly interpret the study results, the specific definition of child abuse and neglect provided by the New Jersey State Child Abuse and Neglect Law should be applied. According to this statute, an abused child is defined as:

1. "A child under the age of 18 years whose parent, guardian, or other person having his custody and control:
   a. Inflicts or allows to be inflicted upon such child **physical injury** by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement or protracted impairment of physical or emotional health or protracted loss of impairment of the function of any bodily organ.

   b. Creates or allows to becreated a substantial or ongoing risk of physical injury to such child by other than accidental means.

   c. Commits or allows to be committed an act of **sexual abuse** against the child.

2. A child whose **physical, mental, or emotional** condition has been impaired or is in imminent danger of becoming impaired as the result of his/her parent or guardian, or such other person having his custody and control, to excercise a minimum degree of care:
   a. In supplying the child with adequate food, clothing, shelter, education, medical or surgical care though financially able to do so; or

b. In providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or substantial risk thereof, including the infliction of excessive corporal punishment; or

c. By any other act of a similarly serious nature requiring the aid of the court.

3. A child who has been willfully abandoned by his parent, or guardian or such other person having his custody or control."[5]

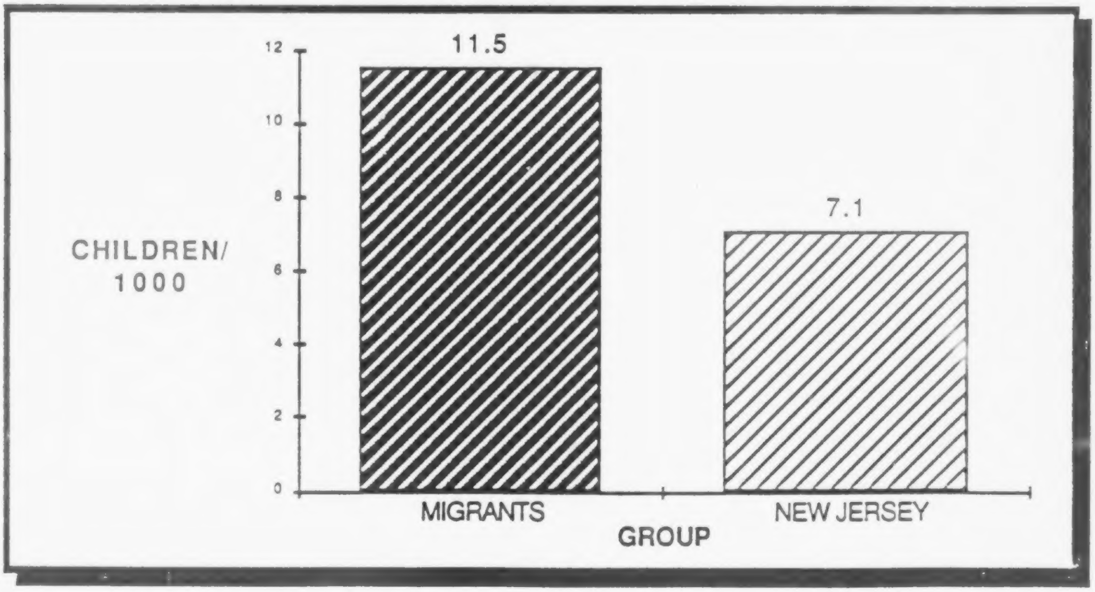
RESULTS

This section of the report presents summary information on migrant child maltreatment in the state of New Jersey in 1984. All statistics contained in this report are based on substantiated reports involving identified migrant children. Unsubstantiated reports, those reports where an investigation has not produced credible evidence in support of an allegation, have been excluded from the data analysis, unless otherwise specified.[6,7]

A total of 45 substantiated incidents of maltreatment involving 31 migrant children were recorded in the state of New Jersey during 1984. This was out of a total of 2,694 migrant children who were under the age of eighteen and in the state at some point during that year.

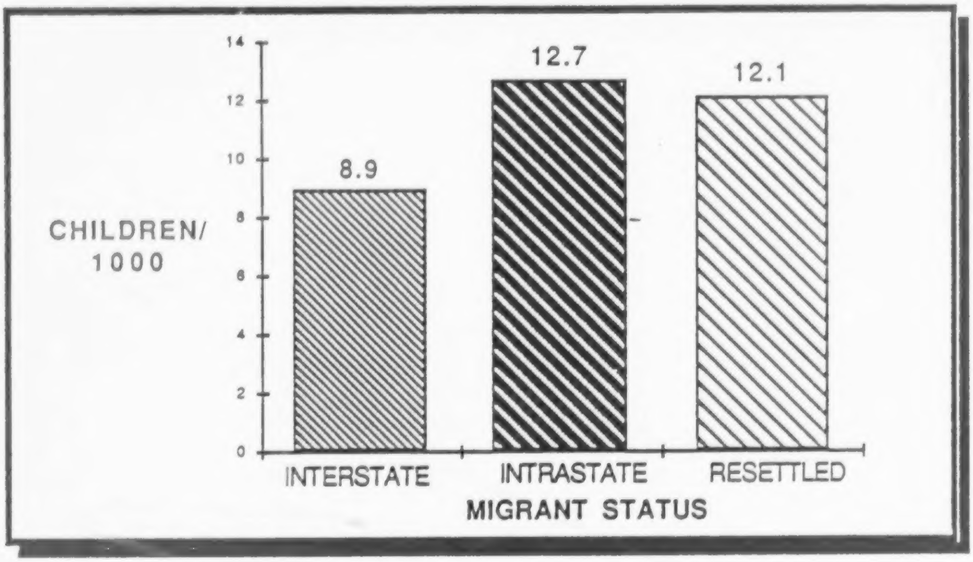
> *The estimated incidence rate of migrant child maltreatment in New Jersey during 1984 was 11.5 children per 1,000 compared to an incidence rate of 7.1 for the entire population of the state of New Jersey for that year.*

Figure 1. Child Maltreatment Incidence Rates for New Jersey Migrants and the General Population, 1984



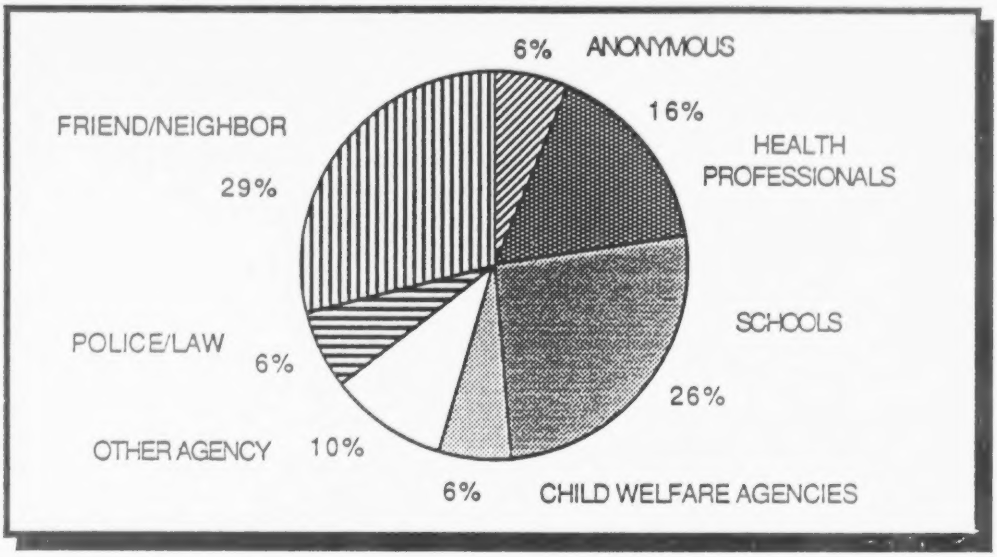
Children from interstate families had the lowest rate of the three groups of migrants. The incidence rate for interstate migrants was 8.9 children per thousand, compared to 12.7 children per thousand for intrastate families, and 12.1 per thousand for resettled or formerly migratory families.

Figure 2. **Incidence Rates for Interstate, Intrastate, and Resettled Migrants**



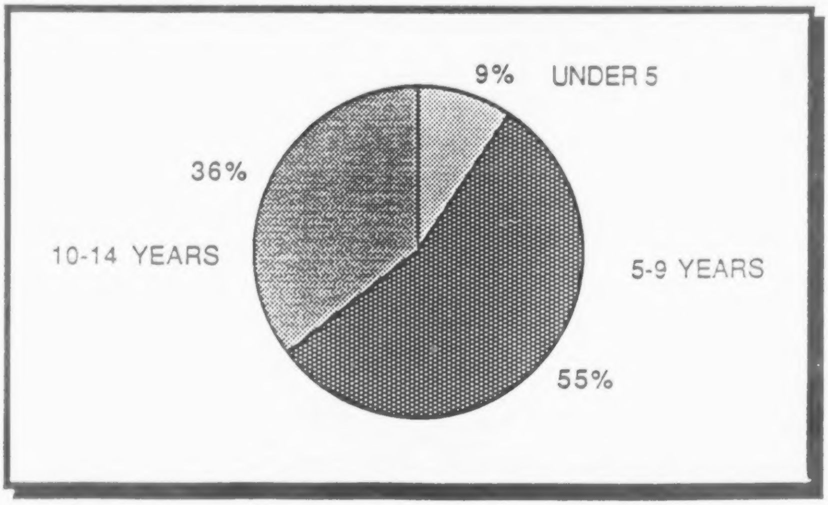
The majority of confirmed maltreatment reports on migrant children originated with professional sources (20 out of 31). Slightly less than 30 percent of the substantiated reports were from friends or neighbors of the family.

Figure 3. **Referral Source for all Substantiated Reports on Migrant Children in 1984**



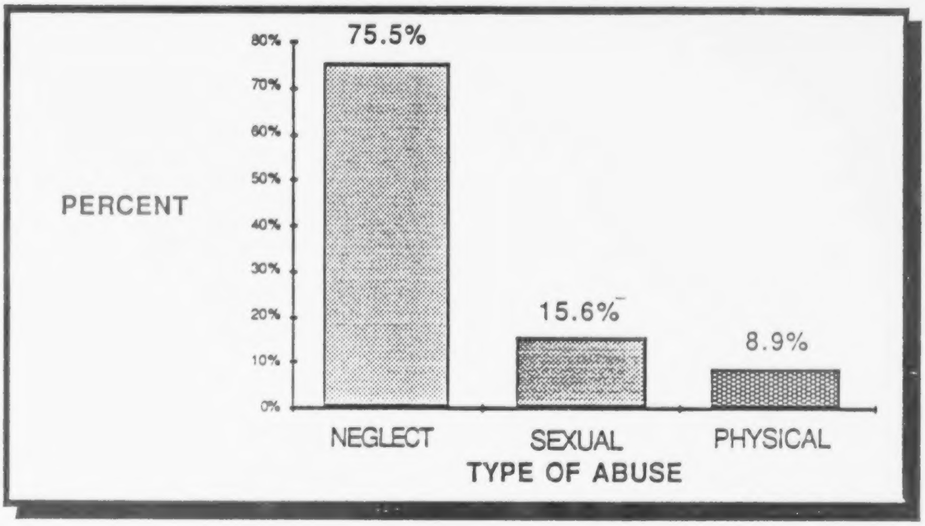
Migrant children in the 5-9 year old cohort were at the highest risk of maltreatment, constituting over 50 percent of those children who were abused or neglected.

Figure 4. **Age of Children Involved in Substantiated Reports in 1984**



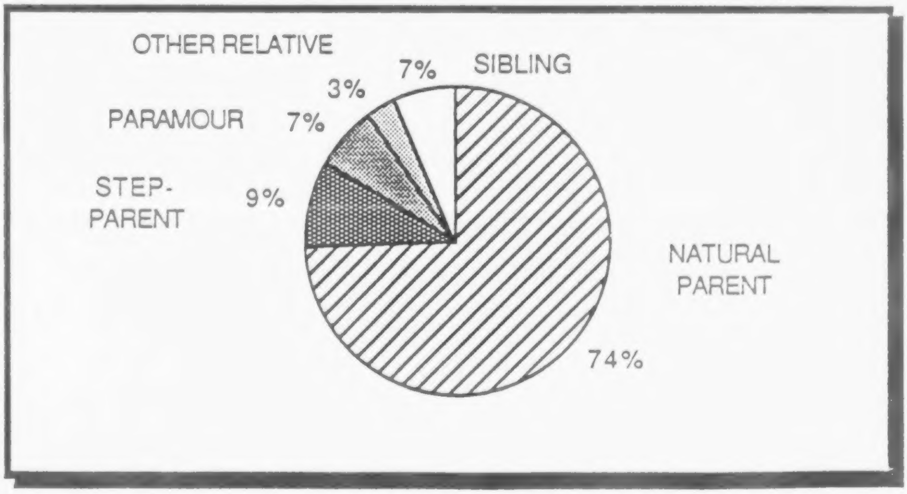
Neglect was the most frequently occurring form of maltreatment, comprising roughly 76 percent of the incidents involving migrant children. Sexual abuse was the next most common form of maltreatment accounting for 16 percent of the incidents.

Figure 5. Forms of Maltreatment for Reports on Migrant Children Substantiated in 1984



Parents were designated as perpetrators of 74 percent of the maltreatment cases substantiated in 1984.

Figure 6. Perpetrators Designated in 1984 Reports



Mothers or fathers were identified as the perpetrator in around 66 percent of the reports, while a step-parent was involved in over 85 percent of the sexual abuse incidents.

Table 1. **Perpetrator and Form of Maltreatment for all Reports on Migrant Children Confirmed in 1984**

	NEGLECT		SEXUAL ABUSE		PHYSICAL ABUSE	
	N	%	N	%	N	%
NATURAL PARENT	28	82.3	0	0.0	1	25.0
STEP-PARENT	1	2.9	6	85.7	1	25.0
PARAMOUR	4	11.7	0	0.0	0	0.0
RELATIVE	0	0.0	1	4.3	0	0.0
SIBLING	1	0.0	0	0.0	2	50.0
TOTALS	34		7		4	

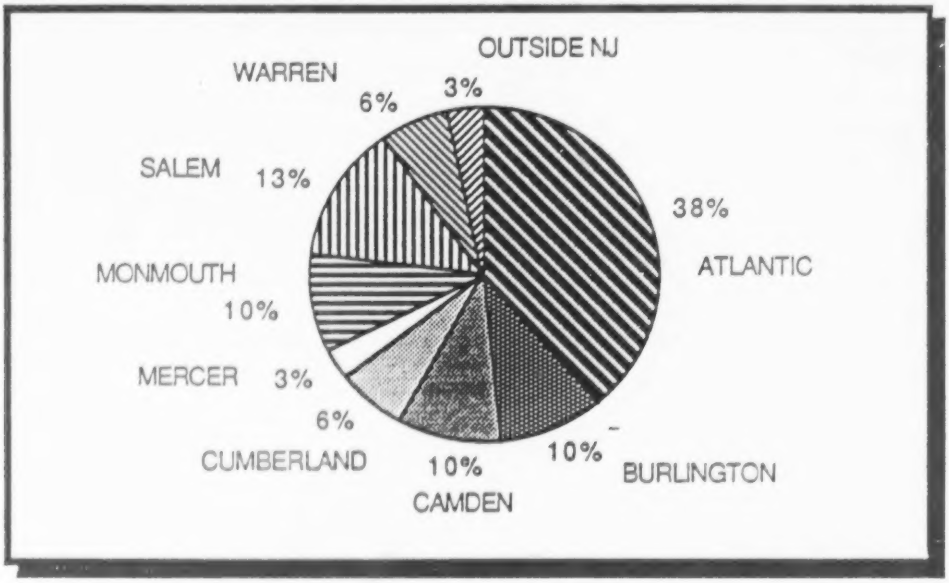
The overall confirmation rate in 1984 for migrant children was around 30 percent, which was slightly lower than the New Jersey rate for the same period. Approximately 33 percent of the confirmed reports were made by friends or neighbors of the family.

Table 2. **Reported Incidents by Source and Confirmation Rates**

SOURCE	REPORTED INCIDENCES ALL	REPORTED INCIDENCES CONFIRMED	PERCENT CONFIRMED
CHILD WEL. AGENCY	6	4	67.7
HEALTH PROFS.	12	5	41.7
HOSPITALS	2	0	0.0
SCHOOLS	34	13	38.2
POLICE/LAW	5	2	40.0
OTHER AGENCY	6	3	50.0
OTHER PRIV. AGENCY	4	0	0.0
PARENTS	8	0	0.0
OTHER RELATIVE	15	0	0.0
FRIENDS/NEIGHBOR	31	15	48.4
ANONYMOUS	22	2	9.9
TOTALS	145	44	30.3

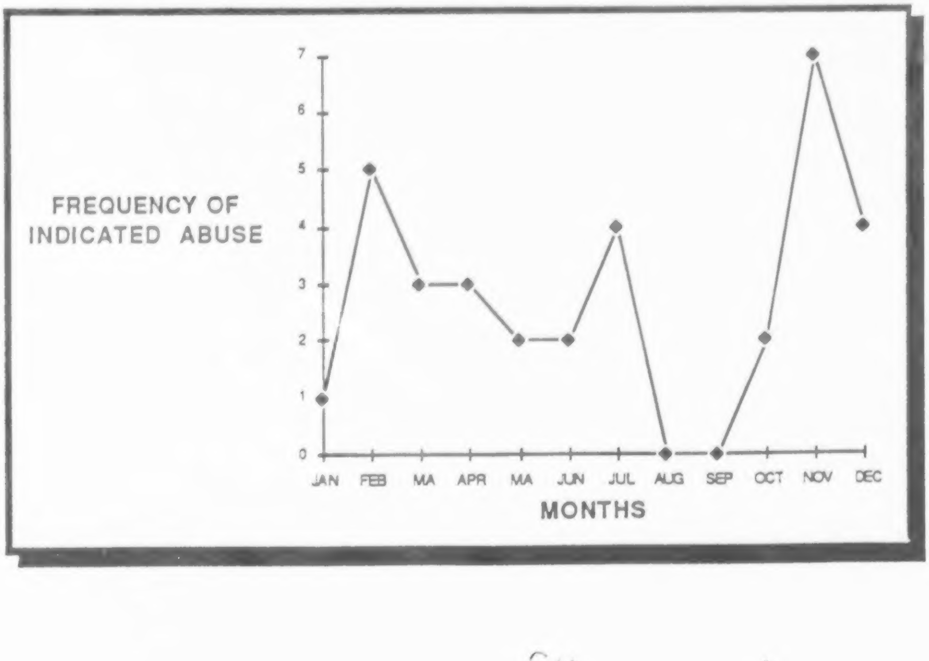
In 1984, 38 percent of all substantiated referrals originated in Atlantic County.

Figure 7. County of Origin for Referrals on Migrant Children



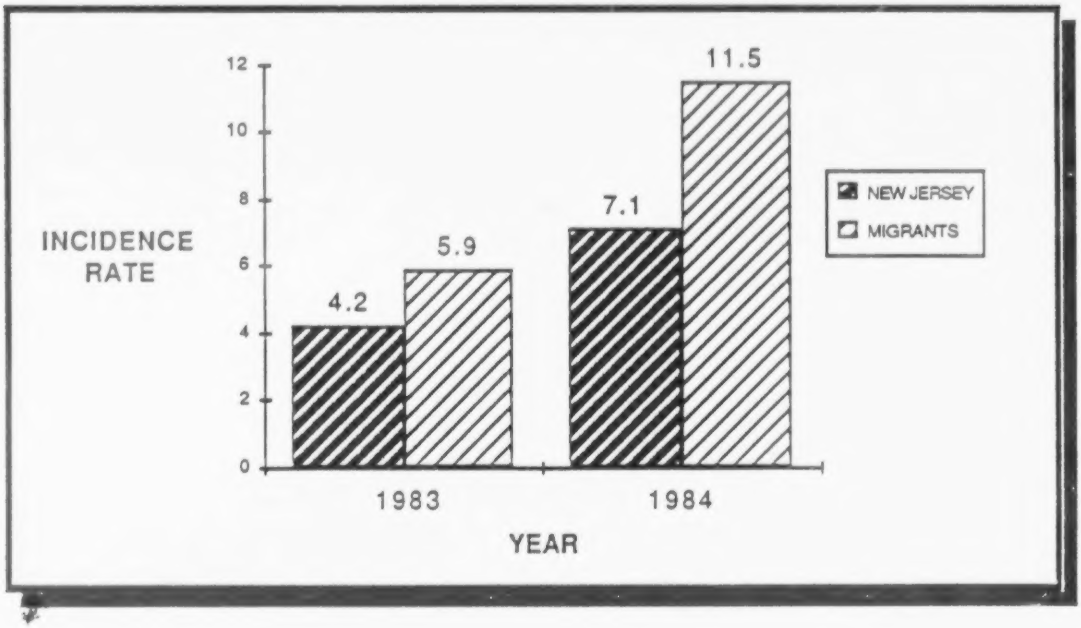
There were 7 confirmed cases of child maltreatment reported in November and 5 confirmed cases reported in February. These two months had the highest number of substantiated cases of the whole year.

Figure 8. Month of Confirmed Referrals



The rate of maltreatment among migrants in 1983, which was 5.9 children per thousand, was only slightly larger than the rate of 4.2 children per thousand recorded for the entire state of New Jersey that year.

Figure 9. Maltreatment Incidence Rates in 1983 and 1984 for the New Jersey Population and Migrants



DISCUSSION

The study summarized in this report was conducted to ascertain whether migrant children in New Jersey are a high-risk population for abuse and neglect and to establish various aspects of the maltreatment incidents in which they appear. Data collected on migrant children who were in the state during 1984 suggest that only a small number of children are abused or neglected each year according to the New Jersey child welfare standards. However, the rate of maltreatment among migrants was slightly over one and a half times the level in the state's population as a whole, a finding that is generally consistent with results from other states. The exact reasons for this are not clear, although many migrant families are subject to more stress than other families, are poorer and have fewer material resources, have less access to positive sources of social support, are more socially isolated, and are more likely to have to contend with enduring and severe hardships. While most parents can do little or nothing about these circumstances, such conditions still become manifested in violence or indifference towards the children in their care.

The specific details about the incidence rate of migrant maltreatment, sources of migrant maltreatment reports, and the type of maltreatment sustained by migrant children are worth reiterating and require further discussion to fully emphasize their significance.

Perhaps the most noteworthy result of this investigation pertains to the incidence rate of migrant child maltreatment in New Jersey during 1984. As reported earlier, 31 out of 2,694 migrant children were involved in a substantiated referral of child maltreatment that year. The incidence rate of 11.5 children per thousand compiled for migrants compares to an incidence rate of child maltreatment in the state of New Jersey as a whole of 7.1 children per thousand (14,970 children out of 2,099,769). Even though there were very few migrant children who were maltreated, there would have been only 19 migrant children maltreated if the general population incidence level would also have applied to migrant families. The simple fact that migrant children in the state of New Jersey have a maltreatment incidence rate that is substantially greater than the rate for non-migrants distinguishes this group as a high risk population which requires comprehensive child maltreatment prevention and intervention services to fully address their needs.

Another pattern from this study that corresponds to previous research results is that intrastate migrants have the highest rate of abuse and neglect relative to interstate and settled-out families. This could signify that intrastate families are treated differently by reporters and the child protection system, in part because they are more easily identified as migrants, or it could reflect an actual disparity in the vulnerability of intrastate children. Interstate families continued to have the lowest incidence rate, which was expected given that their mobility may tend to impede detection, reporting, and investigation. Transience probably exerts a mitigating influence on potential reporting sources, of which a primary consequence is that cases involving interstate children are not even brought to the attention of authorities in the first place.

Data on referral sources in 1984 showed that 65 percent of the reports on migrant children originated with professional reporters. This is exactly opposite of 1983 where 63 percent of the indicated reports were made by non-professional reporters. Another anomaly between these two years is that over 80 percent of the reports received in 1983 were confirmed compared to only 30 percent in 1984. A difference of this magnitude is hard to explain, particularly since the state level confirmation rate remained constant during this period.

Related to the tendency for professional sources to initiate reports of migrant maltreatment is the finding that almost 90 percent of the migrant children involved in substantiated reports of maltreatment during 1984 were between the age of 5 and 14 years old. Moreover, this was also the case in 1983 where almost 94 percent of the maltreated migrant children were between 5 and 17 years of age. School personnel, who reported around 25 percent of all incidents recorded in 1984, also had the lowest confirmation rate of any of the professional sources.

Finally, there appears to be an unusual amount of neglect occurring in the migrant population in New Jersey. In 1984, 77 percent of the incidents of maltreatment which occurred in the migrant population were in the form of neglect, while 16 percent of the incidents involved some type of sexual abuse. Neglect was also the most frequently occurring form of maltreatment in 1983, with physical abuse the next most frequently occurring form of maltreatment. In the migrant population in 1984 the incidence of sexual abuse was approximately twice the incidence of physical abuse. The incidence of neglect, by comparison, was almost five times the incidence of sexual abuse and about nine times the incidence of physical abuse. However, in the population as a whole, physical abuse occurred four times more frequently than sexual abuse, while incidents of neglect were only slightly more prevalent. These disparities are particularly large and tend to illustrate that prevention activities aimed at the migrant population should focus on the prevention and identification of neglect and sexual abuse. Moreover, since such a large proportion of the incidents of sexual abuse were perpetrated by someone other than a family member, additional resources should be devoted to instructing migrant children in effective safety practices.

FOOTNOTES

[1] This name search was conducted by employees of the Division of Youth and Family Services who were familiar with the Central Registry and its utilities. Each migrant child in the enrollment listing was entered separately along with information, such as gender and date of birth, that would allow his or her identity to be positively established. The agency staff involved in this activity also made independent decisions about whether the migrant child in question was actually the subject of the maltreatment incident.

[2] Substantiated in this context refers to reports that were founded, indicated, or confirmed through an investigation by a child protective worker.

[3] The file containing the enrollment information was deidentified by removing the names of the children before this merging process took place to comply with the regulations governing the confidentiality of records retained in the Central Registry.

[4] Although the analysis conducted for 1983 was as extensive as that performed for 1984, we concentrate on findings from the latter period simply because they are more current.

[5] The definitions presented here are taken from the New Jersey State Child Abuse and Neglect Law, Chapter 9, Sections 6-8.9.

[6] The reader should also be aware that some of the tables differ because of incomplete data on some of the observations even though the same unit is being considered.

[7] Statistics on children are unduplicated counts, while those on reports and incidents may contain duplicate components for each child. Generally, the terms incidents and referrals are used synonymously as are reports and cases.

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APPENDIX A
SELECTED ATTRIBUTES OF THE SUBJECT POPULATION

The study population consisted of 2,846 children who had an active enrollment in the New Jersey Migrant Education Program at some point during 1984. Cross-sectional findings for that year, however, were compiled only for the 2,694 children who were also under the age of eighteen. This subset of children seventeen and younger was employed simply because older children are considered adults under current child protection statutes. Aggregate information on the full set of children included in this study is presented as follows:

GENDER-		
Male	1,464	51.4
Female	1,382	48.6

AGE-		
< 5	252	8.9
5-9	1,095	38.5
10-14	886	31.1
≥ 15	613	21.5

MIGRANT STATUS-		
Interstate	593	20.8
Intrastate	251	8.8
Resettled	2,166	70.4

SELECTED HOME BASE STATES-		
New Jersey	1,392	49.9
Puerto Rico	616	22.1
Florida	277	9.9
New York	144	5.1

ATACHMENT 4
THE INCIDENCE AND PATTERNS OF MALTREATMENT AMONG MIGRANT CHILDREN IN TEXAS

The Incidence and Patterns of Maltreatment Among Migrant Children in Texas

ESCAPE

Cornell University

The Incidence and Patterns of Maltreatment Among Migrant Children in Texas

Prepared by

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September, 1987

Funding for this report was made possible through the Migrant Education Interstate and Intrastate Coordination Program, Section 143, Office of Migrant Education, Compensatory Education Programs, U.S. Department of Education. However, its contents do not necessarily reflect the official position of that agency or its policies and no endorsement should be inferred from its sponsorship.

ESCAPE: A U.S. Department of Education 143 Project in Interstate Coordination. A Program of the New York State Education Department, Migrant Education Unit, under contract with the Family Life Development Center, Department of Human Development and Family Studies, College of Human Ecology, Cornell University. ESCAPE is administered under New York State Department of Education project number 28-86-0026.

INTRODUCTION

The following report is the culmination of an investigation of the incidence of child maltreatment among migratory farmworkers in Texas. This investigation was performed as one of the primary objectives of the 1984-85 ESCAPE (Eastern Stream Child Abuse Prevention and Education) Project's plan of work for that year. The study was requested by the Texas Director of Migrant Education and was sponsored by a grant from the U.S. Department of Education. In addition to completing maltreatment incidence assessments for the states of New York, Florida, Pennsylvania, Texas, and New Jersey, ESCAPE is responsible for training migrant educators on child abuse and neglect, assisting state and local education agencies in formulating protocols for reporting migrant child maltreatment, preparing resource materials and disseminating information on migrant child abuse and neglect, developing child abuse prevention plans for participating states, and promoting interagency and interstate coordination to reduce the incidence of child maltreatment in the migrant population.

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ACKNOWLEDGEMENTS

This report was produced through a unique collaborative effort between the Texas Education Agency, the Texas Department of Human Services, and the Family Life Development Center at Cornell University. While many people assisted with this work, we are particularly grateful to Kathy Campbell for her contribution. Kathy was involved in practically every aspect of the study and was directly instrumental in securing administrative approval of the data collection activity and in facilitating the necessary logistical arrangements. She also provided a very thorough orientation to the CANRIS and made available some of the materials that were used in preparing this report.

We are additionally indebted to the following people for their role in the successful completion of this study: Frank Contreras, Migrant Education Director; Roberto Villereal, former Assistant Director, both with the Texas Education Agency: James Marquart, Assistant Commissioner, Protective Services for Children Branch; David Brock, Division Administrator, Program Management and Support Division; Debby Wattman, Administrator, Data Support Division; and Kathy Reed, Legal Services Division, all with the Department of Human Services: Winford (Joe) Miller, Director; Maxwell Dyer, Assistant Director, User Services; and Larry Kirby, Programmer, who are affiliated with the Migrant Student Record Transfer System. Debbie Anderson was responsible for the data retrieval operations, which she very capably supervised and accomplished. Sue Calland, Gary Wilson, Diana Blaylark, Doris Greenhaw, and Roxanne Dammann were likewise superb at the difficult and often tedious task of compiling and coding the information upon which this report is based. Oscar Villereal, the Director of the Texas Migrant Council, and Mary Guevara, Director of the National Resource Center on the Mexican-American Family, also gave us helpful information.

Although this investigation could not have been accomplished without the assistance of these people, they are not accountable for any errors or omissions in the contents of the report. Any deficiencies are the exclusive responsibility of the authors. We also apologize to anyone who was deserving of special recognition but was not mentioned.

SUMMARY OF FINDINGS

- According to official records maintained by the Texas Department of Human Services, it is estimated that 2,260 migrant children were abused or neglected in 1984.[1]

- The estimated child maltreatment incidence rate among migrant families in Texas during 1984 was 19.6 children per 1,000 compared to an incidence rate of 12.9 children per 1,000 for the entire population of the state of Texas for the same year.[2]

- Resettled migrants, with an incidence rate of 16.8 children per 1,000 had the lowest rate of abuse and neglect within the migrant population, while intrastate families, who had a rate of 29.1 children per thousand, had the highest.

- School employees initiated 860, or 31.2 percent, of the 2,760 substantiated reports received on migrant children.

- Slightly over 52 percent of the migrant children maltreated in 1984 were between 10 and 14 years of age, yet children in this age group constituted about 45 percent of the at-risk population.

- Lack of supervision was the most frequently occurring form of maltreatment, representing 35 percent of the complaints.

- Migrant children were involved in more than 3,600 incidents of maltreatment with children between 10 and 14 years of age sustaining about 53 percent of them.

- Females were more somewhat more likely to be maltreated than males and were disproportionately represented in four major categories of abuse and neglect.

- At least one member of the victim's immediate family was the perpetrator in 63 percent of the reports. In over 37 percent of all reports there were multiple perpetrators.

- Mothers were responsible for over 56 percent of the physical neglect incidents. In contrast, fathers were indicated in 64 percent of the emotional abuse situations. Mothers and fathers were equally responsible for lack of supervision.

- Nearly 40 percent of the reports originated during the months of January and March, while another 24 percent were reported in October and December.

- Forty-two percent of the incidents of reported maltreatment involved children who were also subjects of a case of abuse or neglect reported in 1983.

- The rate of child maltreatment among Texas migrants in 1983 was around 36 children per thousand, which was over two times as large as the state's general population rate of 13.0 children per thousand.

RESEARCH METHODS

The data for this study were obtained from two sources. Initially, a random sample of migrant children living in Texas was generated from a file extracted from the Migrant Student Record Transfer System (MSRTS), a national data base containing education and health records on all migrant students in the country. The listing produced through this process was then cross-referenced with information accessed through the Child Abuse and Neglect Reporting and Inquiry System (CANRIS) maintained by the Texas Department of Human Services to determine whether each child had been the subject of an abuse or neglect report.[3] If the child or a sibling had been involved in a substantiated report of maltreatment, additional information about that particular incident was collected.[4]

The specific items pertaining to each selected child from the Migrant Student Record Transfer System were the child's birthdate, the child's sex, the state where the child's qualifying move originated, the migrant status of the child (i.e. interstate, intrastate, or resettled), and the date the child arrived in Texas (see Appendix A for the sampling methods, size, and selected attributes).

Report based information was obtained from the computerized files of CANRIS. This included the date of the incident, the county in which it occurred, the type of abuse or neglect, source and disposition of the report, race and ethnicity of the child, whether the child had been involved in any previous incidents, and selected characteristics of the perpetrator. These data were acquired on each report made during 1983 and 1984 on all maltreated migrant children.

These two data sets were keyed into separate files, entered into Cornell's mainframe computer, and merged to form a single data set containing both descriptive information on the migrant children in the sample and information for each abuse and neglect incident on specific migrant children. It should also be noted that the sample data were converted to population estimates by applying appropriate statistical procedures (see Appendix B) and that only the latter appear in the following section.[5]

This combined data set compiled on maltreated migrant children in Texas was used to address the following questions. 1. How many migrant children were maltreated?; 2. What type of maltreatment was sustained by these children?; 3. Who were the perpetrators of this maltreatment?; and 4. What were some of the distinguishing characteristics of these maltreated migrant children and their families? Each of these questions was considered for 1984 primarily, although the incidence of maltreatment was assessed for that year as well as for 1983.

Child maltreatment refers to a variety of specific acts that are defined in the Department of Human Services Child Protective Services Handbook.[6] These definitions pertain to children under 18 years old who are not married or have not had the disabilities or minority removed by a court. Moreover, these definitions encompass actual or threatened abuse or neglect. Threatened abuse or neglect means that there is substantial risk of abuse or neglect, including any reasonable forseeable harm to the child. The actual definitions follow:

"**Abuse** is non-accidental infliction or threat of infliction of physical, emotional, or mental harm to a child by a person responsible for the child's health or welfare." This includes the child's parents, guardian, or caretaker to whom the parent or the court has delegated responsibility for providing care to the child.

"**Exploitation** is a situation in which a person who is responsible for a child's health or welfare does, or threatens to do, one of the following:

1. Involves the child in illegal or immoral activities.
2. Forces the child to perform work, in or outside the home, which interferes with the child's health or which causes the child to be in violation of state education or child labor laws."

"**Sexual abuse** is any sexually oriented act or practice by a person responsible for the child's health or welfare which threatens or harms the child's physical, emotional, or social development."

"**Sexual exploitation** is allowing or encouraging a child to engage in prostitution, as defined by state law, by a person responsible for the child's health or welfare; and allowing, encouraging, or engaging in the obscene or pornographic photographing, filming, or depicting of a child as those acts are defined by state law, by a person responsible for the child's health or welfare."

"**Neglect** is non-accidental failure or threatened failure to provide a child with the physical, medical, and emotional requirements for life, growth, and development by a person responsible for the child's health of welfare. A parent or guardian legitimately practicing his religious belief who fails to provide specified medical treatment for a child for that reason alone may not be considered a negligent parent of guardian; however, such an exception does not preclude staff from requesting a court to order that medical services be provided to the child if the child's health requires it."

"**Other harm** to children other than abuse or neglect includes the following:

1. Truancy -a child has violated the compulsory school attendance laws on three or more occasions, or the parent is the major cause of the failure of a child to be enrolled in school as required by the *Texas Education Code*.
2. Runaway - a child is voluntarily absent from the home three or more times without the consent of the parent or guardian, of the parent is the major cause of the child being absent from home."

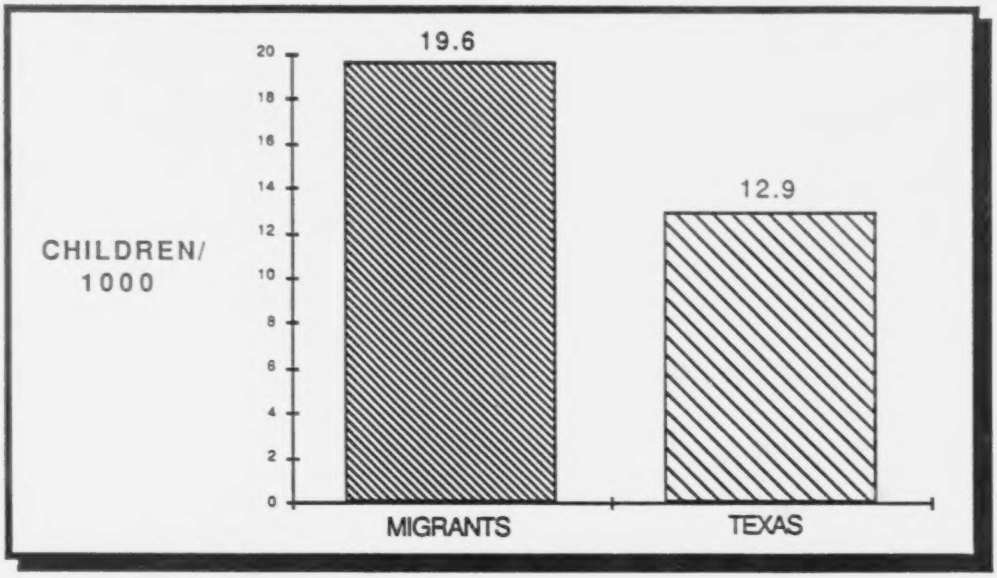
RESULTS

This section of the report presents summary information on migrant child maltreatment in the state of Texas for 1984. All statistics contained in this report are projections based on substantiated reports received on sampled children. Unsubstantiated reports, those where an investigation has not produced credible evidence in support of the allegation, have been excluded from the data analysis unless otherwise specified.[7,8]

A total of about 3,600 confirmed incidents of child maltreatment involving 2,260 migrant children are projected to have been recorded in the state of Texas during 1984. This represents an estimated average of 1.6 incidents per maltreated child. Also, the number of children is out of 115,020 migrant children who were under the age of eighteen and in the state at some point that year.

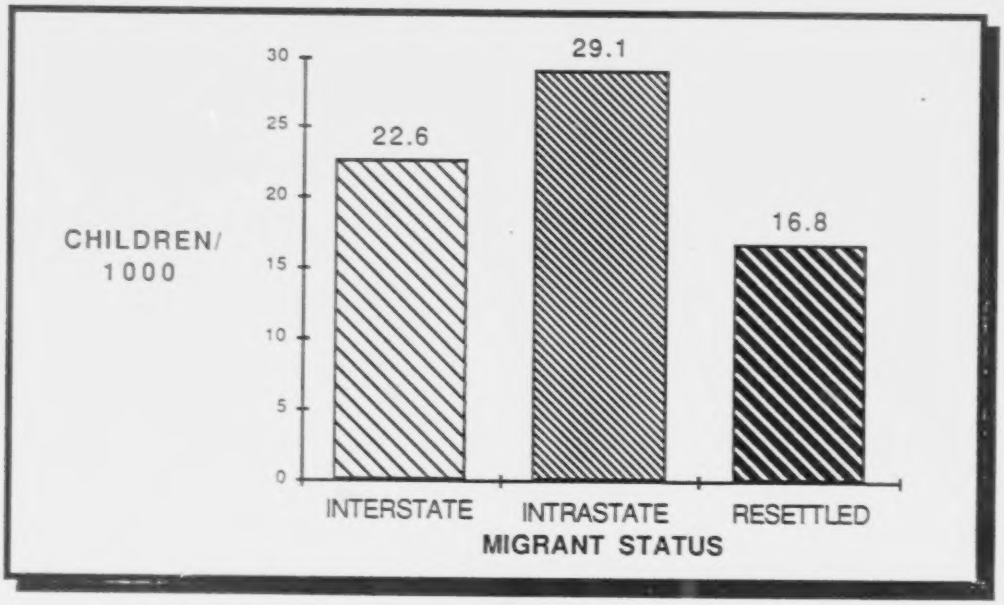
> *The estimated incidence rate of migrant child maltreatment in Texas during 1984 was* ***19.6*** *children per 1,000 compared to an incidence rate of* ***12.9*** *for the entire population of the state of Texas for that year.*

Figure 1. Child Maltreatment Incidence Rates for Texas Migrants and the General Population, 1984



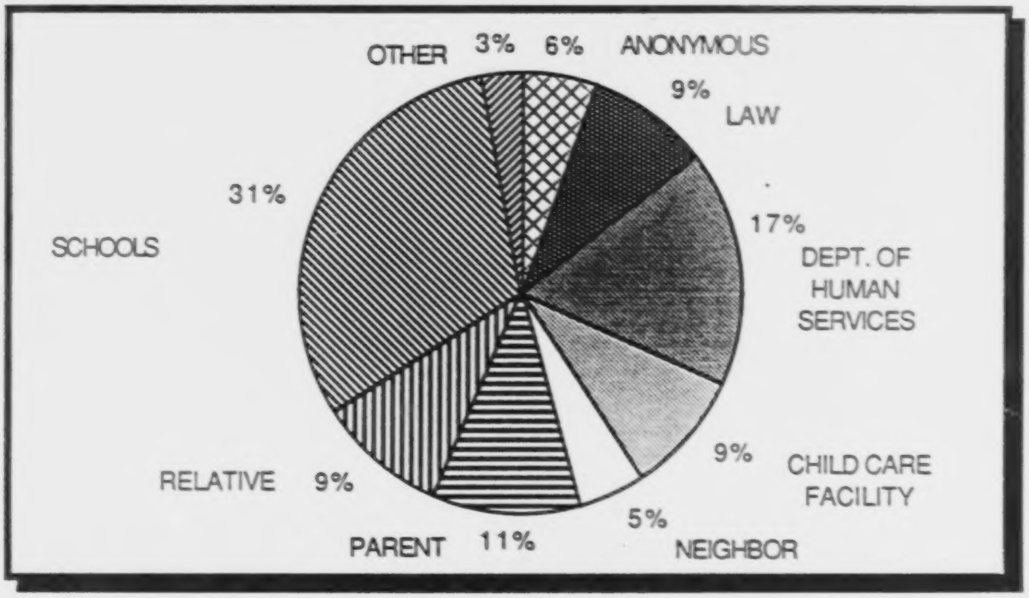
Children from intrastate families had the highest maltreatment rate of the three groups of migrants. The incidence rate for intrastate migrants was 29.1 children per thousand, compared to 22.6 for interstate families, and 16.8 for resettled or formerly migratory families.

Figure 2. Incidence Rates for Interstate, Intrastate, and Resettled Migrants



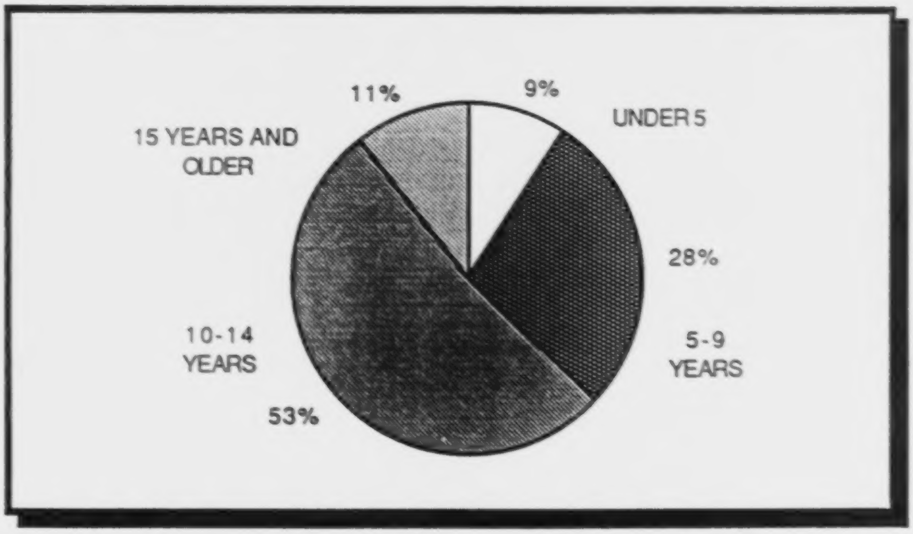
School employees made 860 out of 2,760 substantiated reports (31.2 percent) of migrant child maltreatment in 1984, while 480 (17.4 percent) of these originated with Department of Human Services personnel.

Figure 3. Source for all Substantiated Reports on Migrant Children in 1984



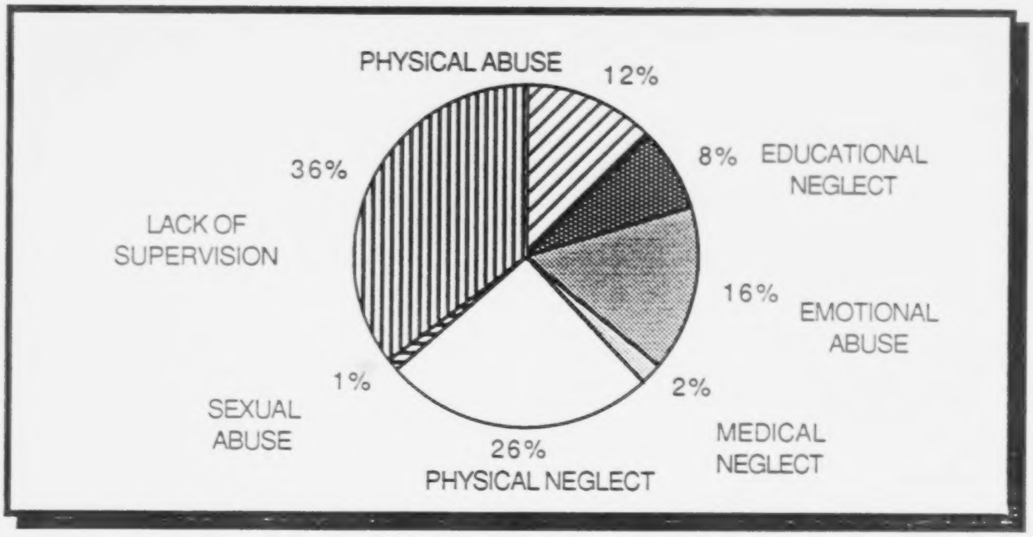
The highest percentage (53 percent) of migrant children maltreated during 1984 were 10-14 years of age, followed by the 5-9 year old cohort which made up 28 percent of the entire group.

Figure 4. Age of Children Involved in Substantiated Reports in 1984



Lack of supervision was the most frequently occurring form of maltreatment comprising 36 percent of the complaints involving migrant children. Physical neglect was the next most frequent form of maltreatment accounting for 26 percent of the complaints.

Figure 5. Forms of Maltreatment for Reports on Migrant Children Substantiated in 1984



The 10-14 year old age group sustained around 1,900 incidents of maltreatment which accounted for roughly 52 percent of all incidents involving migrant children.

Table 1. Maltreatment Forms for Selected Age Groups

	≤ 5		5 - 9		10-14		≥ 15	
	N	%	N	%	N	%	N	%
PHYSICAL ABUSE	0	00.0	100	21.7	280	60.9	80	17.4
EMOTIONAL ABUSE	40	6.9	240	41.4	300	51.7	80	28.6
SEXUAL ABUSE	0	00.0	20	33.3	20	33.3	20	33.3
NEGLECT								
Physical	160	17.4	280	30.4	400	43.5	80	8.7
Educational	0	00.0	20	7.1	180	64.3	80	28.6
Medical	0	00.0	0	00.0	60	100.0	0	00.0
Lack of Supervision	140	11.1	340	27.0	660	52.4	120	9.5
TOTALS	340		1,000		1,900		460	

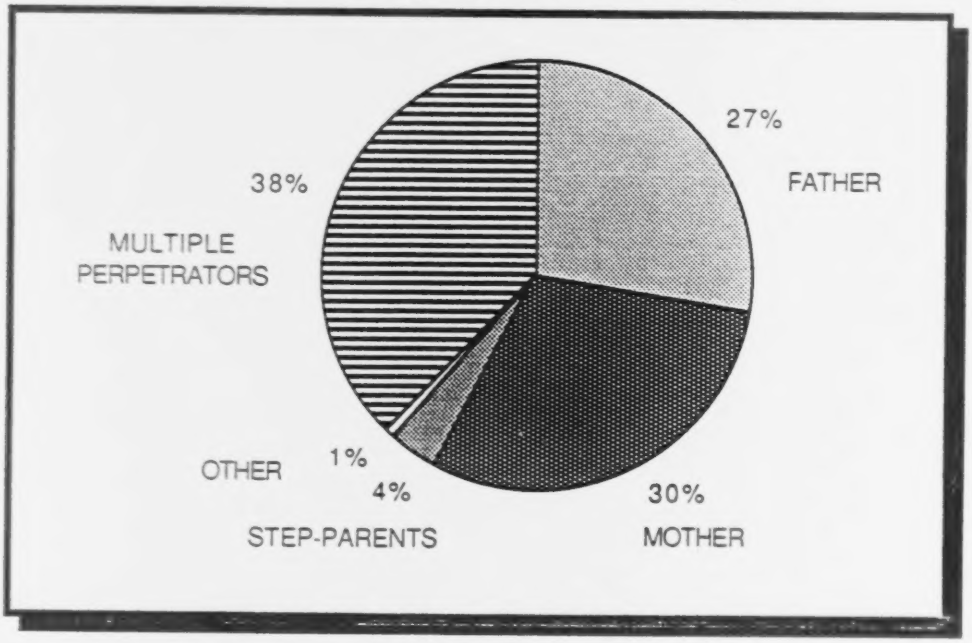
Females were the victims in 54 percent of the cases reported yet constituted a minority of the population. Females sustained all of the sexual abuse; males were more likely to be involved in incidents of medical neglect.

Table 2. Victim Sex and Maltreatment Form for All Substantiated Reports in 1984

	MALE		FEMALE	
	N	%	N	%
PHYSICAL ABUSE	80	17.4	380	82.6
EMOTIONAL ABUSE	300	51.7	280	48.3
SEXUAL ABUSE	0	00.0	40	100.0
NEGLECT.				
Physical	420	45.7	500	54.3
Educational	80	28.6	200	71.4
Medical	40	66.7	20	33.3
Lack of Supervision	760	60.3	500	39.7
TOTALS:	1,680		1,940	

Mothers were responsible for over 30 percent of the maltreatment reported in 1984, while 27 percent was attributed to fathers. Multiple perpetrators, probably mothers and fathers involved in the same incident, accounted for the largest proportion of reports.

Figure 6. Perpetrators Designated in 1984 Reports



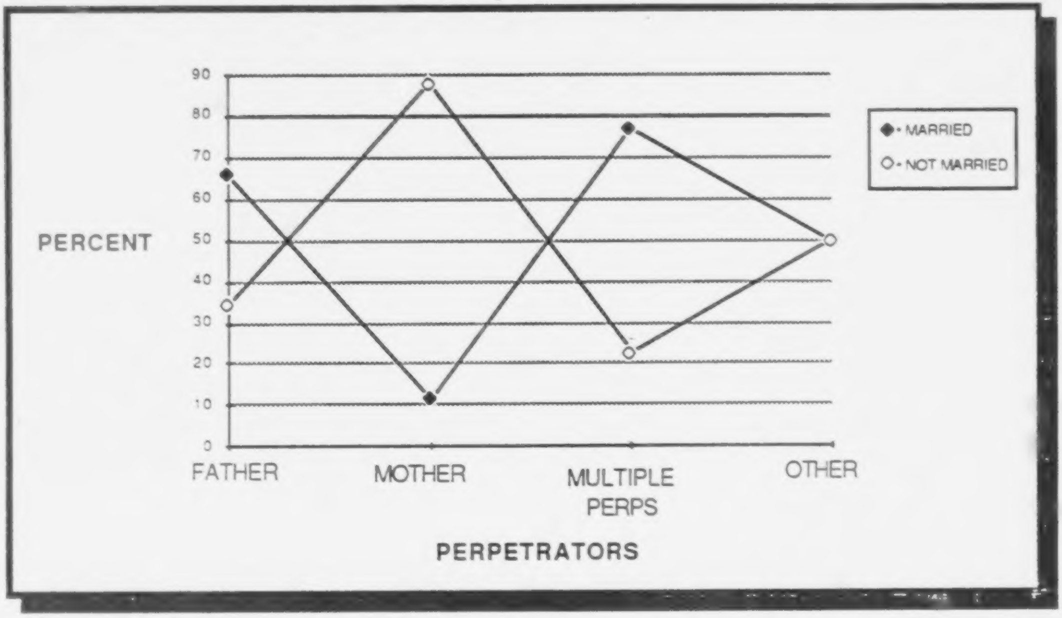
Fathers were responsible for about 30 percent of the physical abuse incidents while mothers perpetrated 56 percent of the physical neglect. Fathers and mothers were equally responsible for lack of supervision.

Table 3. Perpetrator and Form of Maltreatment for all Reports on Migrant Children Confirmed in 1984

	FATHER		MOTHER		STEP-PARENTS		MULTIPLE PERPS	
	N	%	N	%	N	%	N	%
PHYSICAL ABUSE	140	30.4	60	13.4	60	13.0	180	39.1
EMOTIONAL ABUSE	360	64.3	60	10.7	20	3.6	120	21.4
SEXUAL ABUSE	40	100.0	0	00.0	0	0.0	0	00.0
NEGLECT								
Physical	180	19.6	520	56.5	0	0.0	220	24.0
Educational	120	42.9	120	42.9	0	0.0	40	14.3
Medical	0	00.0	60	100.0	0	0.0	0	00.0
Lack of Supervision	260	20.3	260	20.3	60	4.7	700	54.7
TOTALS:	1,100		1,080		140		1,260	

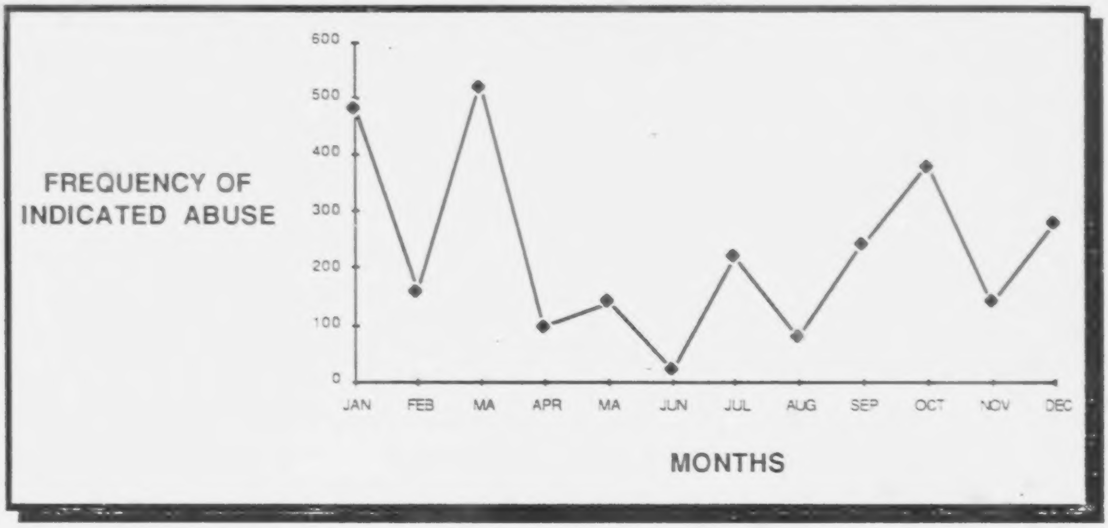
Differences among the marital status of perpetrators indicate that over 65 percent of fathers and over 77 percent of multiple perpetrators were married, while nearly 88 percent of the mothers were single.

Figure 7. Marital Status of Perpetrators



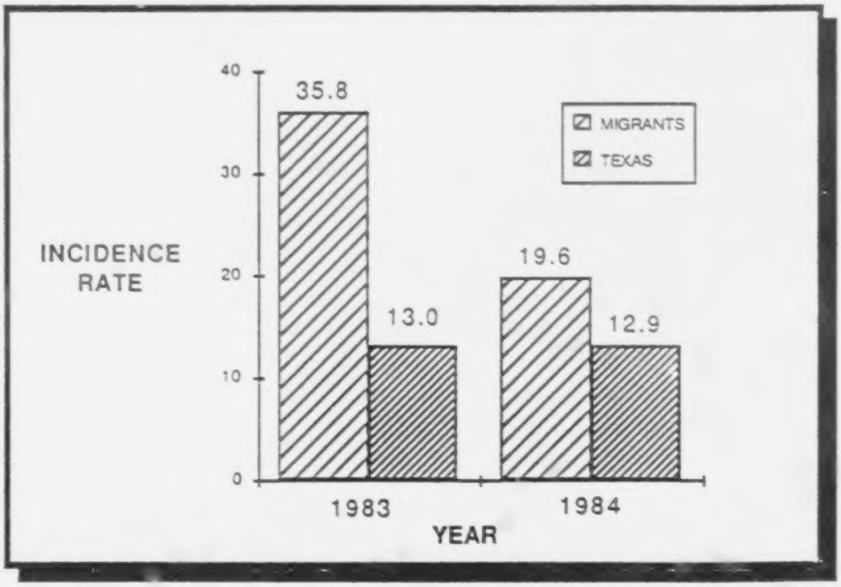
Fewer reports of abuse and neglect on migrant children were made during the summer months which is when many farmworkers are out of the state. The largest number of reports were received in March and January.

Figure 8. Month of Confirmed Reports



The rate of maltreatment among migrants in 1983, which was 35.8 children per thousand, was over two and one half times larger than the rate of 13.0 children per thousand recorded for the entire state that year.

Figure 9. Maltreatment Incidence Rates in 1983 and 1984 for the Texas Population and Migrants



DISCUSSION

The study summarized in this report was conducted to ascertain whether migrant children in Texas are a high-risk population for abuse and neglect and to establish various aspects of the maltreatment incidents in which they appear. Data collected on a statistically representative sample of migrant children suggest that many are abused or neglected each year according to the Texas child welfare standards. In fact, the rate of maltreatment among migrants in 1984 was about one and a half times the level in the states's population as a whole, a finding that is generally consistent with results from other states. Comparison with data compiled for 1983 also suggests that this elevated rate is not aberrant.

The exact reasons for this are not clear, although many migrant families are subject to more stress than other families, are poorer and have fewer material resources, have less access to positive sources of social support, are more socially isolated, and are more likely to have to contend with enduring and severe hardships. While most parents can do nothing about these circumstances, such conditions can become manifested in violence or indifference towards the children in their care.

Although this study did not acquire information on these antecedents, there is other evidence of the chronic nature of this problem. One such indication is that a significant proportion of migrant children were maltreated on more than one occasion. For example, of the children abused or neglected in 1984, around 46 percent had been involved in a prior incident. This is an unusually high recidivism rate given the national level which has been estimated at between 10 and 25 percent.

Another pattern from this study that corresponds to other results is that intrastate migrants have the highest rate of abuse and neglect compared to interstate, and settled-out families. This could signify that intrastate families are treated differently by reporters and the child protection system, in part because they are more easily identified as migrants, or it could reflect an actual disparity in the vulnerability of intrastate children. Interstate families continued to have the lowest incidence rate, which was expected given that their mobility may tend to reduce detection, reporting, and investigation. The inability to locate migrant families may have influenced whether or not cases were indicated, although it is not possible to determine that from the available information. Transience probably exerts a mitigating influence on potential reporting sources, of which a primary consequence is that cases involving interstate children are not even brought to attention of authorities in the first place.

Data on reporting sources in 1984 showed that 66 percent of the reports on migrants originated with professional reporters. This finding is not surprising in view of the fact that 89 percent of the migrant children involved in substantiated reports of maltreatment during 1984 were between the age of 5 and 14 years old. The two largest sources of reports were the schools, 31 percent, and the Department of Human Services, 17 percent.

One apparent anomaly in the reported results is that children below the age of five did not sustain any physical abuse and are generally underrepresented in the group of maltreated children. This is particularly unusual in light of the well established fact that children of this age are the most likely to be harmed or injured. A partial explanation is that Texas migrants have a lower rate of physical abuse relative to the population at large, while another reason is that children four and younger are not as common in the study population, since it consists largely of school-age children. Still another possibility is that the sample was not of sufficient size to detect abuse in this cohort, which on the average only affects around four children per thousand in Texas, and about one child per thousand of that age.

There appears to be an unusual amount of neglect occurring in the migrant population in Texas. In 1984, 35 percent of the incidents of maltreatment on migrant children were for lack of supervision, while 26 percent of the incidents involved some type of physical neglect. The third most frequently reported form of maltreatment was emotional abuse, which accounted for 16 percent of the reported incidents in 1984.

About 52 percent of the perpetrators in this study were married and the remainder had never been married or were single through death, divorce, or separation. There were also prominent marital status differences within gender categories. Among fathers, nearly 66 percent of reported perpetrators were married. Among mothers, however, nearly 88 percent of reported perpetrators were single.

The findings of this study should be extremely accurate, with the exception of results computed for small subclasses. Also, the overall design encouraged conservative estimates since the data were obtained from official records on abuse and neglect, which are known to significantly understate maltreatment rates. The conversion factor has an inflationary effect on the estimates, but the level of maltreatment among migrants would exceed that of other families even without this adjustment. Our most cautious estimate is that over 2,000 of the state's migrant children are abused or neglected annually and that is still far too many. We sincerely hope that this study stimulates positive action on behalf of the many migrant families who appear here as statistics and that concerted efforts are made to eliminate the conditions underlying this pronounced rate of abuse and neglect. Only then will the ultimate purpose of this research be accomplished.

FOOTNOTES

[1] The estimated total of 2,260 maltreated migrant children was derived from a sample of 5,751 children who were under 18 years of age and actively enrolled in Texas during 1984, of whom 113 were determined to have been abused or neglected. Appendix B contains the complete set of statistical procedures employed to generate this and other estimates.

[2] The population maltreatment incidence rate was extrapolated from figures provided by the Department of Human Services.

[3] The name search was conducted by employees of the Department of Human Services who were familiar with CANRIS and its utilities. Each migrant child in the enrollment listing was entered separately along with information, such as gender and date of birth, that would allow his or her identity to be positively established. The agency staff involved in this activity also made independent decisions about whether the migrant child in question was actually the subject of the maltreatment incident.

[4] Substantiated in this context refers to reports that were either adjudicated or those in which an investigation produced sufficient evidence to believe that abuse or neglect took place.

[5] The file containing the enrollment information was deidentified by removing the names of the children before this merging process took place to comply with the regulations governing the confidentiality of records retained in the CANRIS data base.

[6] The definitions presented here were taken from materials perpared by the Texas Migrant Council that describe its policies and procedures on child maltreatment.

[7] The reader should be aware that some of the tables differ because of incomplete data on some of the observations even though the same unit is being considered.

[8] Statistics on children and reports are unduplicated counts, while those on incidents may contain duplicate components for each child.

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APPENDIX A
SAMPLE DESIGN AND CHARACTERISTICS

The sample for the study was generated from a file containing 115,020 children which comprised a small but unknown percentage of duplicate elements. It is properly classified as a simple random sample since each element had the same selection probability. The size of the sample was constrained by several factors including the costs of cross-referencing each child against the CANRIS and the proportion of the sample expected to have been abused or neglected.

The study population consisted of all children who had an active enrollment in the Texas Migrant Education Project at some point during 1984. Cross-sectional findings for that year, however, were compiled only for the 5,751 children who were also under the age of eighteen. This subset of children under eighteen were employed simply because older children are considered adults under current child protection statutes. Information on the cross-sectional sample, which was utilized for the 1984 period, is as follows:

POPULATION OF INTEREST	115,020	Migrant children whose last school enrollment was in the state of Texas. Sample used to assess maltreatment for 1984 period.
SAMPLE SIZE	5,751	
SAMPLING FRACTION	.05	

DISTRIBUTION OF SELECTED ATTRIBUTES:

GENDER-		
Male	2,952	51.3%
Female	2,799	48.7%

MIGRANT STATUS-		
Interstate	930	16.2%
Intrastate	895	15.6%
Resettled	3,926	68.3%

AGE-

<5	50	<1.0%
5-9	1,653	28.7%
10-14	2,657	46.2%
≥15	1,391	24.2%

SELECTED HOME BASE STATES-

Texas	4,203	73.1%
California	90	1.6%
Minnesota	90	1.6%
Florida	78	1.3%

APPENDIX B
INFERENTIAL PROCEDURES

All estimates were made through a weighting process that took into account the sampling fraction used in selecting the observations. This weight, which was a constant factor of 20, was represented by the inverse of sampling fraction. To actually arrive at the parameter estimates, the preceding weight was applied individually to each observation and summed across the entire set. Since weighting affected only the totals, the sample proportions were maintained as were the relationships between children, reports, and incidents.

The effect of applying this inferential method is summarized below for the 1984 data:

	SAMPLE	POPULATION
Size	5,751	115,020
Maltreated Children	113	2,260
Confirmed Reports	138	2,760
Incidents	180	3,600
Incidents/Child	1.6	1.6

Finally, since these statistics are subject to the usual sampling variations, there is the possibility that they are in error simply due to chance. The magnitude of this sampling bias cannot be controlled, except by increasing the sample size, but it can be estimated. The following confidence intervals have been compiled for the total number of maltreated children for both samples and the overall incidence rate as an indication of the relative precision of the procedure used to obtain the results. In evaluating this information, it is important to keep in mind that the intervals are probabilistic devices and would encompass the parameter estimates for 95 of 100 samples on the average if the selection operations were repeated indefinitely. Also, it must be realized that it is not possible to determine whether or not these particular intervals contain the estimates in question.

YEAR	ESTIMATE	INTERVAL	RANGE
1984	2,260	2,260± 410	1,850 - 2,670
1983	4,120	4,120± 549	3,571 - 4,669

ATTACHMENT 5
MATERIALS DEVELOPED FOR THE NATIONAL MIGRANT CHILD ABUSE PREVENTION INSTITUTE

Training and Technical Assistance Manual

The Migrant Child Abuse Prevention Institute

April 26-29, 1986
San Diego, CA

ESCAPE: A Project in Interstate Coordination,
a program of the New York State Education Department,
Migrant Education Unit, Richard Bove, Chief.

BEST COPY AVAILABLE

Contents

IN THE FRONT POCKET...

Publications for parents, children, professionals

Parenting: An Annotated Bibliography

New Light on an Old Problem

Nuevo Enfoque Sobre Un Viejo Problema

Tre Em Nhu Hoq Can Duoc

Los Niños Como Las Flores

Kidsrights Publications List

Texas Migrant Council Publications List

What's A Kid To Do About Child Abuse?

National Committee for Prevention of Child Abuse 1986 Catalog

plain talk about Mutual Help Groups

Some facts you should know about Parent Anonymous

Being a Parent isn't anything like I thought it would be.

Boys Town Materials on Adolescent Abuse

BEHIND THE FRONT COVER...

Institute information

Manual Contents

Curriculum Schedule

Faculty Roster

Faculty Biographies

Participant Roster

UNDERSTANDING THE PROBLEM

Outraged: What it feels like to be an abused child

(from: *The Maltreatment of the School -Aged Child*, Lexington Books, 1980).

Flow chart of the child protection system

Executive Summary: National Study of the Incidence and Severity of Child Abuse and Neglect

Child Neglect: Mobilizing Services

COORDINATING RESOURCES

Interdisciplinary Glossary on Child Abuse and Neglect: Legal, Medical, Social Work Terms

PREVENTION IN SCHOOL AND COMMUNITY

A Community Handbook on Child Abuse and Neglect

TRAINING MATERIALS

- Curriculum for Inservice Training
- **Training Exercises**
  - Child Abuse: An Emotional Issue
  - Causes Underlying Child Abuse
  - Common Characteristics of Abusive and Neglectful Parents/Caretakers
  - Volcano Chart *(without causes–can be made into transparency)*
  - Volcano Chart with Underlying Causes *(In English and Spanish)*
- Adults as Learners
- Comparisons of Andragogy and Pedagogy
- **Training Assignment**
- **Training Tips**
  - Designing Your Presentation
  - Warm-Up Exercises
  - Small Group Discussion
  - Evaluation
  - Reducing Presentation Stress
  - Handling Conflicts at Workshops
  - Encouraging Workshop Participation
  - Characteristics of an Effective Presenter
- *Training in the Prevention and Treatment of Child Abuse and Neglect*

Saturday, April 26

All events will take place in the Executive Room, Town and Country Hotel, unless otherwise indicated. All sessions will begin on schedule.

8:15-8:30 am	Coffee and Danish in the Executive Room
8:30-9:00 am	**Orientation and Welcomes** Expectations of the Institute: Faculty and Participants Faculty: Larson, Dorman

MODULE I: UNDERSTANDING THE PROBLEM

Orientation to Module I: 9:00-9:30 am	**Child Abuse and Neglect: An Emotional Issue*** Faculty: Mazur
Seminar A: 9:30-11:20 am	**Child Abuse and Neglect: Why Does it Happen? What are its Effects?*** Film: Don't Get Stuck There Faculty: Dorman, Mazur, Wolverton
Lunch Working Session: 11:30 am-12:30 pm Location: Tiki Hut	**The Stresses of Migrant Families** Faculty Coordinator: Wolverton
Seminar B: 12:40-1:50 pm	**The Special Case of Migrant Families*** Faculty: Larson, Wolverton
Seminar C: 2:00-5:15 pm (2:00-4:10) (4:15-5:15)	**Responding to Child Abuse: The Child Protection System** I. Defining, Detecting, Reporting Maltreatment* II. Investigation and Service Delivery Filmstrip: What the Educator Sees Faculty: Griffin, Nunno, Wolverton, Mazur
Evening Program: 7:00-8:30 pm	A reception for participants and faculty hosted by ESCAPE

*indicates that this is "TRAIN THE TRAINER" material

Sunday, April 27

All events will take place in the Executive Room, Town and Country Hotel, unless otherwise indicated. All sessions will begin on schedule.

8:15-8:30 am	Coffee and Danish in the Executive Room

Module II: COORDINATING INTERAGENCY AND INTERSTATE RESOURCES

Orientation to Module II: 8:30-8:50 am	**Why Coordinate?** Faculty: Larson, Dorman
Seminar A: 9:00-10:20 am	**Developing/Utilizing Resources in the Community: Advocating for Migrant Families*** Faculty: Wolverton, Mazur
Seminar B: 10:30-11:50 am	**Developing/Utilizing State and National Resources** Faculty: Dorman, Griffin, Wolverton
Lunch Working Session: 12:00-1:15 pm Location: Tiki Hut	**Migrant Child Abuse Prevention Plans: A Model for Your State** Faculty: Larson, Dorman
Seminar C: 1:30-2:00 pm	**Interagency/Interstate Cooperation Utilizing the MSRTS*** Faculty: Larson
Afternoon Working Session: 2:15-5:00 pm (2:15-4:15) (4:30-5:00)	**Developing A Training Program on Child Abuse and Neglect** I. Adults as Learners: Training Technique and Style II. Setting up a Training Program in Your State Faculty: Nunno, Larson, Garcia
No evening program:	Time for preparation of training assignment.

*indicates that this is "TRAIN THE TRAINER" material

Monday, April 28

All events will take place in the Executive Room, Town and Country Hotel, unless otherwise indicated. All sessions will begin on schedule.

8:15-8:30 am	Coffee and Danish

Module III: PREVENTION IN SCHOOL AND COMMUNITY

Orientation to Module III: 8:30-9:15 am	**What Do We Mean by "Prevention"?** Faculty: Larson, Mazur, Garcia
Seminar A: 9:15-11:45 am	**Cultural Issues and Prevention Programs** Faculty: Gallegos, Garcia
Lunch Working Session: 12:00-12:45 pm Location: Sunset Room	**Prevention with Migrant Families: Programs in Progress** Faculty Coordinator: Larson Participants: R. Garay Heelan, C. Plummer, C. Muñoz
Seminar B: 12:55-2:15 pm	**Prevention with Parents: The Concept of Empowerment** Faculty: Garcia
Seminar C: 2:25-4:10 pm	**Prevention Through Education: Pre-School, Classroom, School** Faculty: Wolverton, Mazur, Garcia
Afternoon Working Session: 4:15-5:15 pm	**Developing Parents-School Partnerships** Videotape: Parents-School Partnership Project Faculty: Mazur
No evening program:	Time for preparation of training assignment.

Tuesday, April 29

- *All events will take place in the Executive Room, Town and Country Hotel, unless otherwise indicated. All sessions will begin on schedule.*

	Coffee on Your Own
8:45-10:45 am	**Participants present training assignments**
10:45-11:00 am	**Where Do We Go From Here?** Faculty: Hanna
11:00-11:30 am	**Evaluations to be completed by participants**
11:30 am-12:00 pm	**Concluding Remarks** Faculty: Larson
	Special Remarks: Richard Bove
12:00 pm	**Awarding of Certificates**

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Joseph Gallegos received his Ph.D. in Social Welfare from the University of Denver in 1978, and since then has been director of numerous minority granduate training programs in mental hearlth. Dr. Gallegos has authored many publications on the topic of cross-cultural interventions with specific poulatins such as the minority elderly and has written extensively on the topic of minority child welfare. Currently, Dr. Gallegos is an Associate Professor in the School of Social Work at San Diego State University and is involved in research with Hispanic youth. Dr. Gallegos grew up in a migrant family and did migrant farm work in his youth in Oregon and Washington.

Del Garcia, M.A., a native of El Paso, received both her undergraduate and graduate education at the University of Texas in Austin. Staying on in Austin she found her professional niche doing assault prevention training for children through the Child Assault Prevention Project of Austin. Primary prevention won Del's heart after years of crisis intervention work. She is currently affiliated with the National Hispanic Council on La Familia and the Reproductive Rights Action Group of Austin. She also works as a national trainer for the National Assault Prevention Center of Columbus, Ohio. Del deals with frustration and stress by playing soccer which accounts for the cast on her left hand.

William V. Griffin, M.S.W., M.P.A., is the Executive Director of the National Child Protective Workers Association, Inc. and the President of Brendan Associates, a human services consultation group. Mr. Griffin has worked in the field of public social services and child welfare services since 1974, having experience at the local , state, and national levels. He has an extensive social work background ranging from determining the income maintenance eligibility level through child welfare/protective services casework and administration of state and national projects. Mr. Griffin has authored, edited, and co-authored numerous books, articles, and training curricula including: The New York State Child Protective Services Training Institute's *Statewide Child Abuse and Neglect Training Curriculum, The New York State Legal Desk Reference Manual* , *Independent Living Strategies: A Program to Prepare Adolescents for Their Exit from Foster Care* , and *An Approach to Liability Concerns: Standards for Practice.*

Thomas Hanna is Executive Staff Assistant at the Family Life Development Center and coordinates administration and program planning for ESCAPE and other projects.

Oscar W. Larson III, ESCAPE Project Director, has been a member of the ESCAPE staff since November of 1982. He has primary responsibility for program planning and execution, and administers project evaluation activities and the research on the incidence of child maltreatment among the migrant populations of participating states. Mr. Larson was formerly affiliated with the Department of Rural Sociology at Cornell and is pursuing a Ph.D. in Development Sociology with an emphasis on research methods and statistical applications. He has prepared a number of papers on the subject of migrant child maltreatment and has co-authored several publications on the sociology of agriculture, environmental sociology, and agrarian politics. Mr. Larson has also given formal presentations on the incidence of child abuse and neglect in the migrant population at national and international conferences and will be a participant exchange faculty member at the 15th Annual Child Abuse and Neglect National Symposium.

Michael A. Nunno is a Senior Extension Associate at the Family Life Devleopment Center and directs the New York State Child Protective Services Training Institute and the National Residential Child Care Project located within the Center. Formerly, Mr. Nunno was a supervisor-caseworker in charge of Cayuga County's Child Protective Services Unit and also served as a special assistant in the Bureau of Child Protective Services, New York State Department of Social Services Unit. He was a member of a state-local task force to implement the 1973 Child Protective Services Law and has been involved in coordination and consultation with other universities, organizations, and government agencies in state, regional, and national training efforts. He received his M.S.W. from Boston College in 1970.

Rosaleen Mazur is Senior Extension Associate with the Family Life Development Center's New York City office which she has administered since 1978. She has conducted numerous training workshops on child abuse, has acted a consultant on child abuse and neglect issues for early childhood programs, and has developed curriculums and materials on child abuse for professionals and general audiences. She was a teacher of pre-school and school-age children, as well as children with developmental disabilities, and has conducted considerable research on day care. Most recently she was co-project director of Parents-School Partnership for the Prevention of Child Abuse—a federally funded demonstration project located in the Bronx. Dr. Mazur received her Ed.D. in Family and Community Education from Columbia University Teacher's College in 1981.

Lorrie Wolverton has been a Migrant Education Program Coordinator in Oneonta, New York for five years, preceded by seven years as a Migrant Program Curriculum Specialist. Ms. Wolverton served as Project Specialist with ESCAPE for two years and during that period provided training and technical assistance, as well as being a contributing author to *Preventing Child Abuse in the Harvest* and author of the upcoming handbook supplement, *What's A Teacher to Do? Child Abuse Education for the Classroom*. She is recognized as a leader in working with migrant educators to prevent child abuse and neglect, and has been presenting workshops in this capacity at Eastern Stream and National Migrant Education Conferences since 1979. Currently, Ms. Wolverton is Vice-President of the New York State Federation on Child Abuse and Neglect. She holds a Master's Degree in Elementary Education with a concentration in Reading from State University College at Oneonta. Prior to her involvement with migrant education, she taught in the public school systems of New Jersey and New York for seven years.

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ESCAPE

The Migrant Child Abuse Prevention Institute
April 26 - 29, 1986
San Diego, California

Executive Summary
Evaluation Results

Prepared by Rebekah Dorman

INSTITUTE EVALUATION

These scores are from the subjective evaluations completed by 29/35 participants at the institute.

1. **Overall, the institute was:**
   rating: **1-disorganized to 5-very well organized**

number of participants	percentage of participants	rating
15	51.7%	5.0
3	10.3%	4.5
10	34.5%	4.0
1	3.4%	3.0
29		

Mean: 4.50

2. **The assignments completed prior to the institute:**
   rating: **1-did not prepare me for the institute to 5-prepared me well for the institute**

number of participants	percentage of participants	rating
18	62.1%	5.0
2	6.9%	4.5
7	24.1%	4.0
1	3.5%	3.5
1	3.5%	3.0
29		

Mean: 4.62

3. **Overall, the level of material presented was:**
   rating: **1-too basic to 3-about right to 5-too advanced**

number of participants	percentage of participants	rating
1	3.5%	4.5
9	31.%	4.0
1	3.5%	3.5
16	55.2%	3.0
1	3.5%	2.0
1	3.5%	1.0
29		

Mean: 3.28

4. **Overall, the quality of the presentations was:**
   rating: **1-very poor to 5-excellent**

number of participants	percentage of participants	rating
14	48.3%	5.0
1	3.5%	4.5
10	34.5%	4.0
1	3.5%	3.5
1	3.5%	3.0
2	6.9%	All
29		

Mean: 4.17

5. **The content of the curriculum (did/did not) cover the topics which feel are important regarding the goals of the institute.**

number of participants	percentage of participants	rating
26	89.7%	did
3	10.3%	did not
29		

6. **The working luncheons (were/were not) an effective way of presenting material.**

number of participants	percentage of participants	rating
20	69.0%	were
7	24.1%	were not
2	6.9%	none
29		

7. **Doing the training presentation today was:**
   rating: **1-not at all useful to 5-very useful**

number of participants	percentage of participants	rating
13	44.8%	5.0
1	3.5%	4.5
4	13.8%	4.0
6	20.7%	3.0
2	6.9%	2.0
2	6.9%	1.0
1	3.5%	None
29		

Mean: 3.78

8. **The quality of institute materials (manual, handouts, etc.) was:**
rating: 1-poor to 5-excellent

number of participants	percentage of participants	rating
25	86.2%	5.0
2	6.9%	4.5
2	6.9%	4.0
29		

Mean: 4.90

9. **I feel that the institute did a(n) _____ job of prepaing me to present a training on child abuse.**
rating: 1-very poor to 5-excellent

number of participants	percentage of participants	rating
11	37.9%	5.0
3	10.3%	4.5
12	41.4%	4.0
2	6.9%	3.0
1	3.5%	None
29		

Mean: 4.22

10. **I feel that the institute did a(n) _____ job of preparing me to provide technical assistance.**
rating: 1-very poor to 5-excellent

number of participants	percentage of participants	rating
12	41.4%	5.0
12	41.4%	4.0
2	6.9%	3.5
1	3.5%	3.0
2	6.9%	None
29		

Mean: 4.07

11. **Overall, I am _____ with the institute:**
rating: 1-very dissatisfied to 5-very satisfied

number of participants	percentage of participants	rating
15	51.7%	5.0
3	10.3%	4.5
9	31.0%	4.0
1	3.5%	3.0
1	3.5%	None
29		

Mean: 4.40

CURRICULUM EVALUATION

At the end of each session participants rated the session on the usefulness of the information presented, the manner of presentation, and the quality of the session. Results are summarized below:

Rating Scale: 1=lowest rating, 5=highest rating

Module I: UNDERSTANDING THE PROBLEM

	Was Info Useful?	Was Info Presented Well?	Overall Session
Child Abuse and Neglect: An Emotional Issue	4.13	3.76	3.73
Child Abuse and Neglect: Why does it happen?	4.06	3.77	3.85
Stresses of Migrant Families	3.81	3.71	3.71
The Special Case of Migrant Families	3.98	3.92	3.95
Responding to Child Abuse: The Child Protection System	4.30	4.30	4.23

Module II: COORDINATING INTERAGENCY AND INTERSTATE RESOURCES

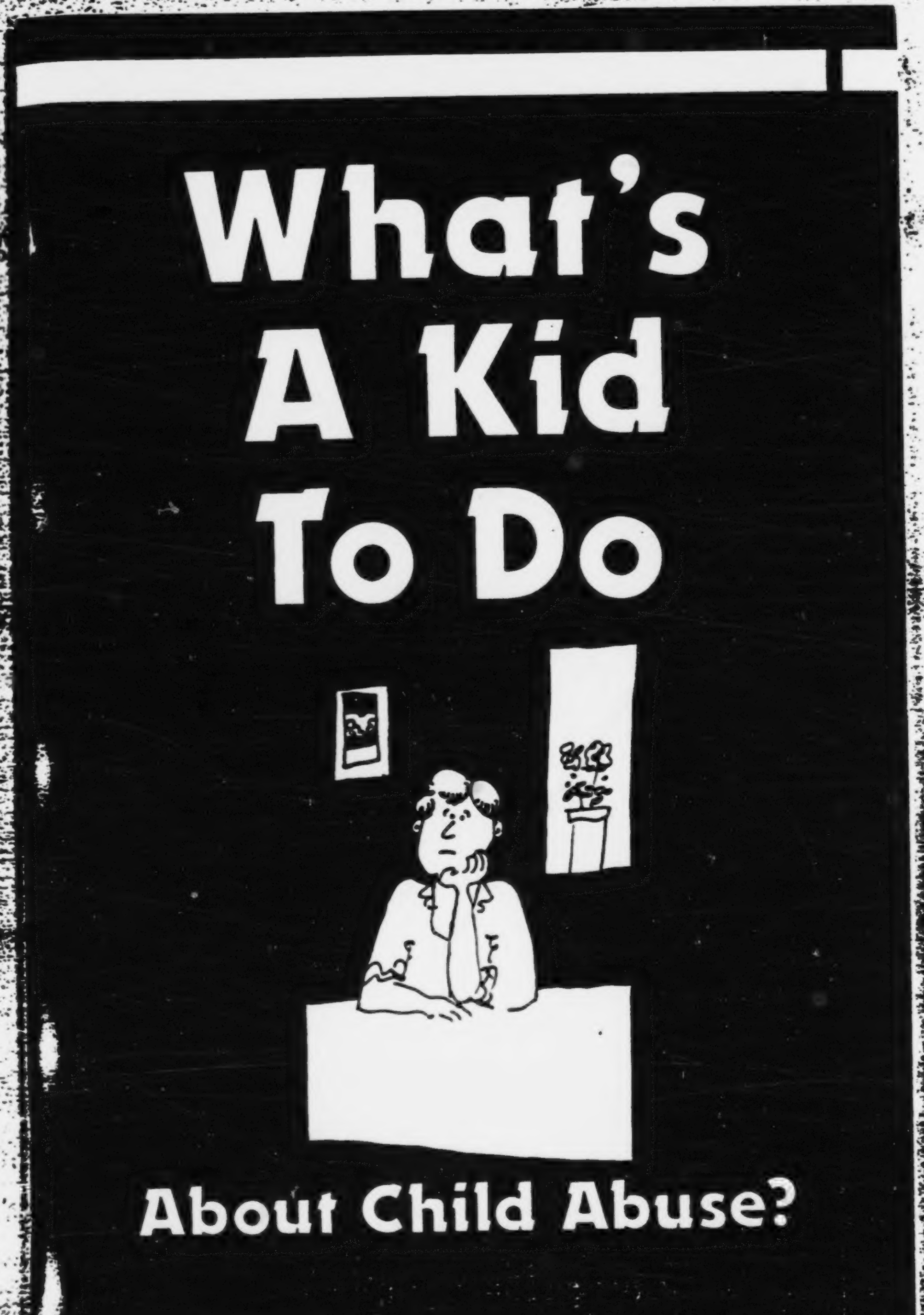
	Was Info Useful?	Was Info Presented Well?	Overall Session
Effects of Maltreatment	4.30	4.30	4.33
Developing/Utilizing Resources in the Community: Advocating for Migrant Families	4.14	4.11	4.18
Developing/Utilizing State and National Resources	4.18	4.11	4.24
Migrant Child Abuse Prevention Plans: A Model for Your State	4.12	4.06	4.12
Interagency/Interstate Cooperation Utilizing MSRTS	3.76	3.69	3.76
Developing A Training Program on Child Abuse and Neglect	4.45	4.55	4.52

Module III: PREVENTION IN SCHOOL AND COMMUNITY

	Was Info Useful?	Was Info Presented Well?	Overall Session
What Do We Mean By "Prevention"?	4.25	4.56	4.50
Cultural Issues and Prevention Programs	4.36	4.14	4.59
Prevention with Migrant Families: Programs in Progress	4.59	4.59	4.59
Prevention with Parents: The Concept of Empowerment	4.58	4.48	4.55
Prevention Through Education: Pre-School, Classroom, School	4.80	4.67	4.67
Developing Parents-School Partnerships	4.83	4.94	4.89

Range (including all sessions) = 3.69 - 4.94

ATTACHMENT 6
INTRODUCTORY PAGES OF *WHAT'S A KID TO DO ABOUT CHILD ABUSE?*



What's A Kid To Do About Child Abuse?

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EDITOR AND PRODUCTION SUPERVISOR: Rebekah Dorman

ILLUSTRATOR: David Grotke

DESIGNER: Betsy Bayley

This booklet was produced by the Family Life Development Center, Department of Human Development and Family Studies, New York State College of Human Ecology, Cornell University, Ithaca, New York, with funding from Health Education Service, Inc., Albany, New York. Technical support and advice were provided by Oscar W. Larson III and Rebekah Dorman of ESCAPE, a child abuse prevention project funded by the U.S. Department of Education and the Migrant Unit, New York State Education Department. Additional support for the production and distribution were provided by the STAR Project and the Parents-School Partnership Project, both of which are funded by the Office of Human Development Services, U.S. Department of Health and Human Services.

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What's A Kid To Do

About Child Abuse?

By Margo Hittleman

ACKNOWLEDGEMENTS

Many people answered questions, sent information, and shared their ideas, enthusiasm, and encouragement with me; I offer them all my sincere appreciation.

I am indebted to the following individuals who, in addition to reviewing various drafts, helped me to think about the project: Naomi Barber, Parents-School Partnership Project, Bronx, N.Y.; Florence Cherry, Department of Human Development and Family Studies, Cornell University; Barbara Hopkins, Girl Scouts of America; Polly Joan, Tompkins County Suicide Prevention and Crisis Service; Mary Lu McPheron, Tompkins County Child Protective Services; Louise Miller, Tompkins County Child Sexual Abuse Project; Michael Nunno, Child Protective Services Training Institute, Cornell University; Brad Pollock, Groton Central School District; and the parents and staff of Bronx Community School District 10.

My thanks also to Sloan Sheridan and the students at Dewitt Middle School, Ithaca, N.Y.; the fifth and sixth grade students at Groton Elementary School; the students in Community School District 10, Bronx, N.Y.; and the members of the Tompkins County Child Sexual Abuse Support Group. Many of their ideas and suggestions are reflected here.

I am especially grateful to Frank Barry and Rosaleen Mazur of the Family Life Development Center at Cornell University for their guidance, encouragement, and support throughout this entire project.

-Margo Hittleman

DEAR READER:

This booklet has been written for kids who are teenagers or who are almost teenagers. It talks about child abuse -- what it is, why it happens, and what you can do about it if you are being abused or know someone who is being abused.

This booklet has a lot of information. It may be hard to read all at once. Look through the Table of Contents on the next page and find the sections that sound most interesting to you. Start with these; then go on to the other sections.

For some of you, this booklet will describe things that happen in your family. If so, I hope you will use the sections on how to find help. For others, it will help you to understand a little more about the problem of child abuse and neglect. It may help you to help a friend.

A NOTE TO ADULTS

Being a parent is often frustrating and sometimes overwhelming. Any of us can find ourselves under so much stress that we start to act in ways that we later wish we hadn't. When parents find themselves under more stress than they can handle, their children may suffer as a result. When things become so difficult that parents find themselves losing control and taking their frustration out on their children, it is important to ask for help.

Many places offer help and support to parents. Parents Anonymous is a self-help group for parents who are having problems dealing with their children. Their toll-free, 24-hour hotline number is listed on the last page of this booklet. The hotline offers someone to talk with parents and information about local chapters.

Most communities offer classes and workshops especially for parents of teenagers on communication, discipline, and the changes that families face as kids grow up. Good places to check for information are public libraries, churches or synagogues, community centers, local colleges, or a Cooperative Extension office.

The section of this booklet, "Preventing Abuse" offers additional suggestions about ways that parents and kids can work, together, to decrease family conflict and to deal with conflicts when they do arise.

If you know a young person who is being abused, you can help by listening without judgement and letting him/her know that you care. Talk about the information in this booklet; encourage him/her to think of possible solutions to the problem and to choose one. Let him/her know that you are concerned and want to help.

In some states, any adult suspecting that a child is being abused or neglected is required by law to report his or her concerns. Even if you are not legally required to make a report, you may wish to do so. After all, help can be provided to the family only after their needs are known. You need only a reasonable suspicion to file a report, not proof. It is up to trained child protective professionals to determine what is happening in a family, how serious it is, and what help is needed. In many states, you may file a report anonymously. The hotline or other reporting number is usually listed on the inside cover of your telephone book.

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My Dad treats me like a punching bag. If he's had a bad day, I know that I'm going to get it. Sometimes he doesn't even seem to need a reason to beat up on me. It's a wonder my brains aren't scrambled from all this knocking around.

Sean, 15

My father has been messing with me for as long as I can remember. He used to just lie in bed with me at night. Then, he started to touch me under my nightgown. Now he says I have to have sex with him or he'll start messing with my little sister.

Jenny, 13

My parents keep track of where I am every minute of the day. If I'm even five minutes late coming home from school, I know I'm going to get whipped. But the worst part is when they go out. They lock me in the closet until they get home. They say that it's to keep me out of trouble.

Jeff, 11

Mama doesn't care what I do - - as long as I make sure that my little sisters are fed. She's too busy running around with her boyfriend. She isn't even home enough to know if I'm there at night. My friends think I'm lucky to have so much freedom. But sometimes I wish she'd take care of me the way mothers are supposed to.

Wanda, 14

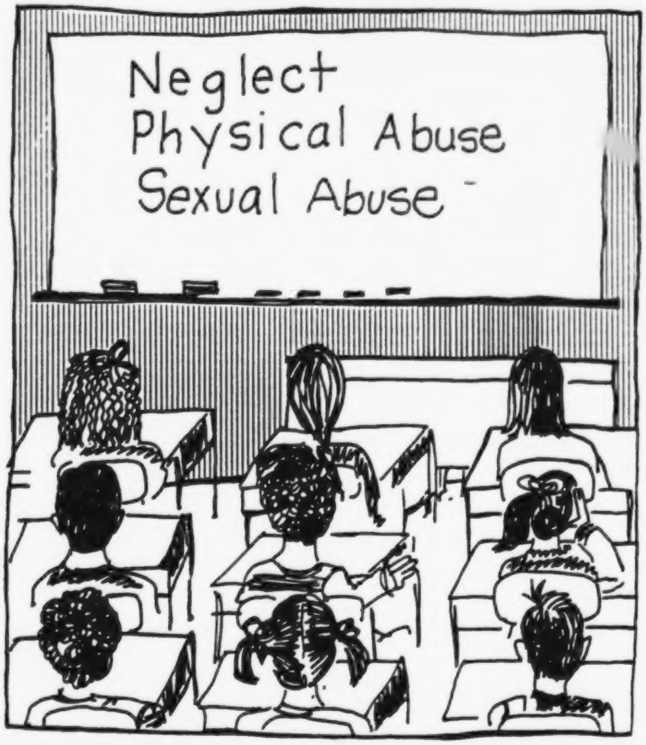
Child abuse isn't something that happens only to little kids. Almost half the reported cases of child abuse and neglect involve teenagers. Some kids who are abused by their parents have been abused for as long as they can remember; for other kids, the abuse started when they got older.

People have started to talk openly about child abuse only recently. In the past, most people thought that raising kids was a family's private business. Now, many people realize that parents sometimes need extra help to make a safe home for their children. As people learn more about the problem, it's easier for kids who are being abused to get help.

ATTACHMENT 7

INTRODUCTORY PAGES OF *WHAT'S A TEACHER TO DO?. CHILD ABUSE EDUCATION FOR THE CLASSROOM*

What's A Teacher to Do?


Neglect
Physical Abuse
Sexual Abuse -

Child Abuse Education for the Classroom

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ESCAPE: A Project in Interstate Coordination,
a program of the New York State Education Department,
Migrant Education Unit, Richard Bove, Chief.

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Funding for this publication made possible through the Migrant Education Interstate and Intrastate Coordination Program, Section 143, Division of Migrant Education, Compensatory Education Programs, Office of Elementary and Secondary Education, U.S. Department of Education. The content of this book does not necessarily reflect the official position of that agency or its policies, and no endorsement should be inferred from its sponsorship.

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What's A Teacher To Do?

Child Abuse Education for the Classroom

by Lorraine M. Wolverton

ESCAPE
Family Life Development Center
Department of Human Development and Family Studies
College of Human Ecology
Cornell University
Ithaca, New York
1987

FOREWORD

As our national commitment to preventing child abuse and neglect has grown, so has the involvement of educators and the educational system. Inservice training, school reporting policies, and prevention programs are now in place in many school districts around the country. And yet, in many areas little has been done to address this national tragedy.

In ESCAPE's previous publication, *Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators*, many avenues for taking action were suggested. Building upon that, this companion volume is designed to help you take action right in your classroom. It provides you with ways to educate children about maltreatment through creative activities which also improve basic skills.

This is a unique resource in several respects. Its focus is not on teaching children specific "Say NO!" sorts of prevention techniques – many excellent resources are available with that emphasis. Rather, it addresses the larger issues which relate to child abuse and neglect such as "What does it feel like to be abused?" "How could I help a friend with a problem?" It does not prescribe a highly structured curriculum but rather provides you with guidelines and ideas which you may adapt for your teaching style and for the "personality" of your class.

What's a Teacher to Do? will also help you to deal with the maltreated child in your classroom. Too often, the child's suffering is overlooked as adults struggle with the legal aspects of the case or when professionals from different agencies become embroiled in interagency disputes. You can be the person who remembers that there is a child in pain, and who creates a warm and loving classroom environment which helps to soothe and comfort.

Because child abuse is not simply a classroom matter, but a community concern – the first chapter discusses the school's role and how education professionals can be leaders in community prevention efforts and in encouraging interagency cooperation – a "must" when dealing with this multifacted problem.

Share this book with colleagues and work together to make your classroom and school a place of action. The children will thank you.

Rebekah Dorman
Editor and ESCAPE Project Specialist

PREFACE

On my first day of teaching, I stood in front of 34 wide-eyed first graders trying to act like I knew all the answers. In reality I was overwhelmed by the huge responsibility I had been given – to teach these eager minds to read, to add and subtract, to think critically, to write letters, words, sentences, and then stories. And, most of all, to love learning. I felt their great sense of trust, their confidence in my ability, and their enthusiasm. I took a deep breath, quickly reviewed four years of methods courses, and said, "Good morning, children."

Before the year was over I did teach them alot, but they taught me much more. They taught me that all problems are not math problems and that all stories don't have happy endings. They also taught me that I had to consider the whole child: his family, his environment, and his feelings. Before the year was over I had come to know Robert, Sara and Reed. They taught me that even at six one may have suffered great pain – emotional and physical.

First there was Robert – the quiet one. Robert wouldn't talk, he could but he wouldn't. Day after day I tried all the textbook approaches but nothing worked. I could see reactions in his eyes but he seemed to be afraid to risk putting these feelings and thoughts into words. The closest we came to words during those early months came during a science lesson when I brushed Robert's tattered sweater with a branch to show how seeds could travel. He giggled! What a beautiful sound! During a parent conference I expressed my frustration and concern to his mother. "I'm not surprised" she said, "He's too stupid to have anything to say." Poor Robert, this was probably only a sampling of the emotional abuse and neglect he was receiving at home.

Perky little Sara had been having a good year until things began to go wrong at home. Her dad left and her mother had great difficulty handling his departure and the many problems it precipitated. Sara's family trauma was discovered when her mother inflicted her with burns from an iron.

Reed couldn't learn or maybe wouldn't take the risk of failure that learning presented. He always seemed so angry and regularly picked fights with his classmates. One day when I turned my back after telling him I expected him to complete the task I had assigned, he hit me with a chair. His father's response to the principal's phone call was, "This time I'll beat some sense into that kid." No wonder Reed was angry.

What's a teacher to do? Sometimes the tasks of teaching, record keeping, and problem solving seem to fill every available minute. Reaching out to the maltreated child may seem one task too many but the need for your involvement is great. The National Study of the Incidence and Severity of Child Abuse and Neglect revealed that public schools stand out as the most important source of information about all forms of maltreatment. The prominence of schools as a reporting source should not be surprising as nearly all children from five to seventeen years of age are in school. The teacher's daily contact with students allows for observation of physical signs, behavioral changes, and other indicators of maltreatment. And yet just reporting is not enough, although it fulfills the educator's legal responsibility

So, what's a teacher to do? As an educator you have the opportunity to make a real difference: to teach an understanding of child abuse and neglect, deal with its effects on the maltreated child and provide strategies for its prevention. As the following chapters will show, this subject can be incorporated into numerous areas of the curriculum through positive, creative and thought-provoking activities that will educate and protect the children you teach.

These pages are written for the Saras, Roberts and Reeds in our lives, with the hope that the help they need will be there for them.

Lorraine M. Wolverton
Educator
West Oneonta, New York
February 1987

CHAPTER 1

The School's Role

School personnel are required by law in every state to report their suspicions of maltreatment to authorities, but is that really enough? What is the school's role in dealing with child abuse and neglect? Educators are beginning to realize that simply reporting cases is not enough – if child abuse and neglect is to be prevented on a large scale, and if the millions of children who have experienced maltreatment are to receive help so they do not grow up to inflict the same damage on their children.

Because the law's mandate is limited to reporting suspected cases of maltreatment, the school's involvement usually does stop after the report is made. Many administrators and teachers wonder what else can be done, or whether it is their responsibility to do anything at all.

School personnel may feel that it is up to child protective services (CPS) to handle the case once they are made aware of it. But although the child protective worker is responsible for the investigation and management of the case, the school's role should not be over once the report is made. If the child continues to attend that school, the case is clearly not "over" for the school personnel who come into contact with that student. The child is still affected by the maltreatment and the school can play a very critical role in providing help to the child.

And yet, schools are being called upon to do so much these days. Many staff may already feel burdened by responsibilities that are peripheral to teaching. Why should educators take a leadership role in preventing child abuse and bring child abuse education to the classroom? The reasons are clear and compelling:

CHAPTER 2

What's A Teacher To Do?

For years teachers have been one of the best sources of reports of child abuse to child protection authorities Educators now recognize that just reporting is not enough, they can play an important role in the prevention of this all too prevalent problem.

Child abuse is a complex problem and its prevention requires action on many fronts. There are many roles for the teacher to play in coping with the problem of child abuse and neglect in the classroom. This book focuses on your role as teacher, however, you should also be aware of your legal responsibilities and of the other ways in which you can help, briefly outlined below. More in-depth information on these topics, as well as an overview of the problem, can be found in the companion volume to this piece, *Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators*. It is essential that you educate yourself before you attempt to educate others.

Observer

Be aware of the physical signs of abuse and neglect maltreatment, behavioral changes and changes in relationships with peers. Sometimes it is hard to determine what is different or out of place. Jus remember - if it doesn't seem right, it usually isn't.

Listener

Listen to what children are saying. They may speak directly to you or they may tell a friend that there i something wrong in their lives. They may also speak through play, through their writing, or through thei reaction to books they have read.

CHAPTER 3

Classroom Strategies For Child Abuse Education

Bringing child abuse education into the classroom can accomplish five major goals:

- Provide support to the child who has suffered some form of maltreatment in order to lessen its devastating effects.
- Teach children prevention strategies.
- Teach all children to accept those who have special problems.
- Improve the self-concepts of the children in your class.
- Encourage the maltreated child to confide in an adult regarding the abuse or neglect.

Additionally, the educational activities suggested in the following pages are creative, stimulating ways to communicate concepts and teach the basic skill areas required by most school curriculums. These suggestions are also adaptable to many topics and issues that come up in today's "thinking" classroom.

Reading for Understanding

To be able to read is to be free. Through reading; comfort, knowledge, and excitement are at hand. The right book can trigger enthusiastic discussion; bring about new understandings; and be the catalyst for creative activities. Sometimes you may know that a child is, or has been, in an abusive situation. Reading about others who have endured a similar experience can help a child deal with his own thoughts and emotions. Should such a situation

CHAPTER 4

The Maltreated Adolescent: A Special Case

Much attention is paid to the abuse and neglect of the young child who is often defenseless and cannot reach out to those who could protect him. However, an equally serious problem exists at the other end of the spectrum of childhood – adolescence. A recent study estimated that half of the 650,000 children abused and neglected annually are twelve years of age or older. Furthermore, three-quarters of these adolescents are never reported or referred to a child protective services agency for help.[1]

Why do so many adolescent maltreatment cases go unreported? Several factors are probably at work. First, it may be that teenage victims are adept at hiding the indicators of maltreatment because they are embarassed by their home life. Adolescents are extremely conscious of their "image" and don't want others to know that they are being victimized. Secondly, it may be that adults overlook the indicators of physical abuse, assuming that the teenager has been provocative and "deserved it". Our society still believes physical force is an acceptable form of punishment.

A third factor arises from adults' presumption that adolescents, particularly males, are able to protect themselves. Adults may simply not believe that a teenager would "allow" maltreatment. Yet, though they may appear to be independent and able to protect themselves, in reality, adolescents are emotionally and economically dependent upon their parents. Too often, adolescents have to take responsibility for their own safety and mental well-being though they are not considered adults in this society. Child protection statutes include children up until the age of eighteen.

CHAPTER 5

Disclosure: When a Child Shares the Pain

Children now receive information about child abuse and neglect from many sources: television programs, news stories, and school programs. As a result of this information "blitz", a long-overdue message is finally getting through: "If it happens to you, tell someone! Don't keep it a secret."

Some day a child may come to you and disclose that he has been or is presently being maltreated. Perhaps it will happen because of material you present in the classroom, or perhaps it will simply be an expression of the trust that the child has in you. Sharing this secret is a sign that you are viewed as very special to this child and it is crucial that you react in a way that will provide comfort to the child and will result in assistance to the child and family. While your initial reaction may be one of rage, revulsion, even physical illness, you must convey a sense of comfort and security to the child. The manner of your reaction is of crucial importance to the child's self-esteem, and can bolster his courage to face the aftermath of this revelation.

Listening to a child's disclosure is never easy, but if you understand how to cope with the information in a manner which will bring about a signficant positive change in this child's life, it may be a bit easier. Outlined below are some suggestions for how to proceed when a child discloses to you. Every situation is different, and you should always take into consideration your knowledge of this particular child. And remember, you needn't deal with this alone. You can always find someone to help you deal with your own reactions to this very emotional situation.

APPENDIX A

Resources for the Classroom

Incorporating activities related to child maltreatment into your classroom activities requires planning and searching for just the right educational tool to achieve your goal. Here are some basic resources that will get you off to a good start. You'll find that one source leads to another and another. In addition to these sources, check educational materials catalogs, professional magazines, libraries, and relevant organizations for new ideas.

We are all aware of the sensitivity of the problem of abuse and neglect. It is important that you review materials before you use them with children, parents and staff. Consider these points:

- What is my goal?
- What is my plan? Don't read a book to the class or show a movie in isolation.
- Is this appropriate for the intended audience?
- Follow with thorough discussion.
- Know what procedures to follow if use of the material results in reports of maltreatment.

Children's Books on Child Abuse

The following books address the sensitive, difficult subject of child abuse and neglect with compassion and honesty. If you are considering using these books as a part of your teaching you must read them first. In addition to determining their suitability for your students, you will gain an understanding of the pain child maltreatment inflicts upon children and their parents. After reading *The Lottery Rose* and *Pinballs* you will not be able to define courage without thinking of Georgie or Carlie. The teacher in *The Bear's House* will be your model for compassion and patience. Child abuse will have a deeper

APPENDIX B

Educating the Educator: Resources for Teachers

Educating others is always a learning process for the teacher as well. Listed below are some resources to prepare you to deal with the topic of child abuse in your classroom.

Behanan, N. and Koblinsky, S. Child Sexual Abuse: The Educator's Role in Prevention, Detection, and Intervention, *Young Children*, September, 1984.

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ATTACHMENT 8
SELECTED SEGMENTS OF STATE MIGRANT CHILD ABUSE PREVENTION PLANS

CALIFORNIA
FLORIDA
ILLINOIS
MARYLAND
NEW JERSEY
WASHINGTON

California Migrant Child Abuse Prevention Plan

February 1987

Developed by:
ESCAPE, Family Life Development Center,
Cornell University
in conjunction with
The Migrant Child Abuse Prevention Advisory Group

CALIFORNIA MIGRANT CHILD ABUSE PREVENTION PLAN

Prepared by

ESCAPE
Family Life Development Center
Cornell University

In Cooperation with

State Department of Education
- Migrant Education Office
- School Health Unit
- Parent Advisory Committee

State Department of Health Services
- Rural and Community Division

State Legislature
- Office of Senator Nicholas Petris

State Department of Social Services
- Office of Child Abuse Prevention

Child and Family Advocacy Organizations
- California Consortium of Child Abuse Councils
- International Child Resource Institute
- Multicultural Coordinating Council for Children and Families
- Parents Anonymous of California

Farmworker Service Agencies
- Foundation Center for Phenomenological Research
- La Familia Programs

Other Education and Health Agencies
- Butte County Office of Education
- Region II Office of Migrant Education
- San Joaquin Valley Health Center
- Stanislaus County Department of Education

February 1987

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POSTSECONDARY EDUCATION
LABOR-MANAGEMENT RELATIONS
HEALTH AND SAFETY

March 1, 1987

As a long-time congressional advocate for migrant families, I am delighted to have the opportunity to enthusiastically endorse this migrant child abuse prevention plan for the state of California. This plan, formulated through the hard work and dedication of the representatives from many diverse state and private agencies, is of special interest to me because it was spearheaded by a section 143 project, ESCAPE. I sponsored legislation creating section 143 grants in 1978 as a way of funding competitively selected projects to better the lives of migrant children through improved interstate and interagency cooperation and coordination. It is therefore, extremely gratifying to be able to attach my support to this plan which exemplifies the goals envisioned in the 1978 legislation.

Migrant parents and their children are a population which deserve special attention and consideration - their role in America's agricultural economy is crucial and yet they are rarely recognized for that singular contribution. Many live lives of extreme deprivation and stress, and in some cases the stresses overwhelm parents and result in the tragedy of child maltreatment. Research from the ESCAPE project has shown that the migrant child faces a very high risk of being maltreated when compared with the general population incidence rate. I am pleased to see that after documenting this risk to the migrant child, ESCAPE and its partners have gone on to try and change these statistics.

It is significant that this important step toward reducing the incidence of child maltreatment in migrant families began with migrant education's recognition at the federal, state, and local levels, that child abuse was a problem which educators should address with a serious and sustained initiative. Child abuse is not an easy problem to solve, and Mr. John Schaeffer, is to be commended for sponsoring a plan in California that promises to alleviate this threat to the welfare of so many migrant children. As this migrant child abuse prevention plan is implemented, migrant children throughout the state will reap the benefits of our commitment to them and to their future.

Bill Ford

WILLIAM D. FORD
Member of Congress

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EXECUTIVE SUMMARY

Purpose of the Plan

The California Migrant Child Abuse Prevention Plan was prepared at the request of Mr. John Schaeffer, the director of the state's Chapter 1 Migrant Education Program in conjunction with his agency's continuing participation in the ESCAPE Project.

The Plan has four major objectives:

1. **To ensure that the state's child welfare system is cognizant of the high risk status of migrant families and directs its activities to meet the particular needs of migrant children and parents.**

2. **To identify the responsibilities of various public and private organizations in protecting the well-being of migrant children.**

3. **To establish an action agenda that will assist legislators, agency administrators, advocates, parents, and service providers in preventing migrant children from being abused or neglected.**

4. **To improve the coordination and management of existing programs and any resources that are mobilized to reduce the risk that migrant children will be maltreated.**

The development of the plan was a collaborative process involving an advisory group that was assembled for that purpose. This group consisted of designees from a number of state agencies and representatives from organizations with an interest in the welfare of children or migrant workers and their families. An initial draft of the plan was prepared by Oscar W. Larson III, the group facilitator, and submitted to the rest of the members for comment and review. The group was convened on two occasions, the first to initiate the needs assessment on which the plan is generally based and the second to finalize its contents.

Four basic assumptions provide the foundation of this plan:

- Migrant children are more likely than children in general to be abused or neglected and positive steps must be taken to diminish this level of risk.

- Special and concentrated efforts are required to assist migrant families since they are a difficult population to serve via traditional service delivery methods.

- Prevention should be a community-based activity encompassing a range of disciplines and specializations.

- Coordination between agencies and service providers is essential if prevention efforts on behalf of migrants are to be successful.

The high rates of abuse and neglect observed in the migrant population are one tragic symptom of the severe stresses which migrant parents experience. Consequently, for this population, a truly comprehensive plan would attempt to eliminate or minimize the adverse physical, social, and economic conditions confronting these families on a daily basis. Unfortunately, a transformation as dramatic and far reaching as this exceeds the scope of the plan. Instead, the plan will recommend means for supporting migrant families and providing assistance to them in coping with these debilitating conditions. In particular, the plan will attempt to reduce the incidence of maltreatment in the California migrant population in three ways.

(1) Improve the institutional response to cases of migrant child abuse and neglect. By recognizing and responding effectively to children and families in need, recurrences of maltreatment and the intergenerational cycle of abuse and neglect can be interrupted.

(2) Increase the supportive services available to migrant families. By providing assistance to families, the stresses which face migrant families can be ameliorated and maltreatment prevented before it occurs.

(3) **Educate migrant parents and children about child abuse and neglect and how to find help.** Having information about maltreatment and when and where to obtain assistance will encourage migrant families to address the problem before a child is harmed or injured.

This plan is only the first step in what is presumed to be a long range prevention program. It is, therefore, intended to serve as a baseline or reference point for the planning and programmatic decisions that must be made by those organizations having a role in preventing the maltreatment of migrant children. The plan is best viewed as an independent supplement to their existing operating statements, although agencies are encouraged to incorporate relevant components into their own planning instruments. As a practical matter, the plan identifies both immediate and long-term goals and stipulates the tasks that must be completed if they are to be realized. It does not make any assumptions about state and federal resource allocations, except indirectly by occasionally noting the prevailing pattern of effort. Also, responsibilities are assigned to agencies both on the basis of current program concerns as well as judgements about which agencies are in the best position to accomplish a given set of tasks.

Implementing the Plan

The plan's implementation is contingent upon the state and local organizations who participated in its development initiating some or all of the steps necessary to achieve each of the goals. An extensive review of the plan should be conducted to insure that it is compatible with the programmatic activities of other agencies and to solicit their support and involvement. The California Child Abuse Prevention Advisory Group should remain intact and be convened as soon as possible after the review is completed. An interagency steering committee, consisting of members of the prevention plan advisory group, should be formed to oversee these monitoring and coordinating functions. The committee will also be responsible for amending this initial plan or developing subsequent proposals.

A schedule should be devised before action is taken and progress periodically assessed. It is vital that a single agency assume the leadership role in this process and provide or secure the resources necessary to enable the advisory group to meet on a regular and continuing basis. The meetings will serve as a forum for information exchange regarding the status of the plan implementation and members will be expected to attend and contribute to the group's deliberations.

Participating governmental units should include the Governor's Advisory Committee on Child Development Programs, the Legislature, the Attorney General's Office, the Office of Criminal Justice Planning, the Migrant Education Office of the State Department of Education, the Adult and Family Services Division and the Office of Child Abuse Prevention under the Department of Social Services, and the Rural and Community Division of the Department of Health Services. Memberships should also be reserved for the California Consortium of Child Abuse Councils, Parents Anonymous of California and representatives from other child, family, minority, farmworker advocacy groups and community service providers, and migrant parents. The committee may also have to expand to increase advocacy and local representation as the plan is activated. Arrangements should be made to have the committee's work reported regularly to its parent agencies and local counterparts.

The first California Migrant Child Abuse Prevention Plan is a precedent-setting document because it targets migrant children and parents exclusively and establishes a foundation on which future prevention measures can be based. The plan should be amended or refined as the needs of the migrant population in California change; as migrant agencies and the child welfare system evolve; and as the objectives of the current plan are realized.

I. A STATEWIDE ADVOCACY INITIATIVE FOR MIGRANT FAMILIES

Problem Statement

Migrant families constitute a sizeable at-risk population in the state of California. Although there are numerous statewide groups which advocate for improved policies and programs for children, considerably more attention should be devoted to the needs of migrant children in the development of priorities and programs.

Activities

1. The California Children's Lobby and California Child, Youth, and Family Coalition should adopt a migrant children oriented priority for legislative consideration. One possibility would be to collaborate with the sponsors of Assembly Bill 2443 (Maxine Waters Child Abuse Prevention Training Act of 1984) to amend this statute to insure that migrant children and parents receive the mandated child assault prevention training. The Office of Child Abuse Prevention and the Northern and Southern Child Abuse Prevention Training Centers should also be involved in this effort. Prior to this, it would be advisable to conduct an evaluation to determine whether schools attended by migrants have actually provided the training to migrant students and to identify strategies used by districts that have initiated such a program.

2. Addressing the promulgation of rules by the Department of. of Social Services and the Department of Education to be sensitive to the circumstances of the migrant population with respect to the abuse and neglect of children. The Migrant Education Office's state plan should be modified to include pertinent sections of this plan and any subsequent actions taken to implement it.

3. A portion of the funds allocated under Assembly Bill 1733, (statewide child abuse prevention and early intervention program) and Assembly Bill 2994 (State Children's Trust Fund), which are administered by the Office of Child Abuse Prevention should be used to support child abuse prevention programs for migrant families. This plan should also be presented to the State Advisory Committee on Child Abuse Prevention within the Social Services Advisory Board, which should be periodically advised of the plan's status. The Senate

Committee on Child Abuse, the Senate Select Committee on Child and Youth, and the Governor's Advisory Committee on Child Development Subcommittee on Child Abuse Prevention should additionally be notified on progress in implementing the plan.

4. The agencies and organizations who are responsible for executing the plan's various objectives should initiate a cooperative effort to provide information to the press and to public officials on the special needs of migrant families.

5. County-based advocacy groups in heavily migrant areas should develop migrant-related priorities for improvement of school, social service, health and law enforcement policies and programs.

Projected Outcomes

- The development and implementation of policies and legislation which assist migrant families and reduce the incidence of abuse and neglect.

II. IMPROVED INTEGRATION OF MIGRANT FAMILIES INTO COMMUNITIES

Problem Statement

California's migrant families spend a considerable amount of time in the state either because the family considers the state to be their home base, because the because the family travels only within California, or because the family has setttled out of the stream and taken up permanent residence in California.

Yet migrant families, whether mobile or settled out of the migrant stream, are frequently isolated and alienated from the communities in which they live. This isolation is often due, in part, to cultural and language differences. It can also be traced to their transience and heavy work schedule, to geographically isolated housing, to an ignorance of services or a reluctance to venture into the community, and to a locality's unwillingness to provide for migrant families during the few months many are in an area. The community may, through their attitudes and the actions which grow out of those attitudes, exacerbate the already stressful existence of these families by ignoring their needs or making it difficult for them to receive services. It is also possible for the community to attentuate stress by reaching out with compassion and understanding.

Because of the enormous stresses which migrant families encounter on a daily basis, it is critical that they are aware of the services which are available in the community to accommodate their many needs.

The school is the migrant child's main contact with the community. Here he spends most of each day, if he has not already dropped out. Migrant children face enormous obstacles as they try to get an education. Reflecting the enormous difficulties involved is the dropout rate for migrant children, estimated to be between 50% and 90%. The reasons for this astronomical rate most certainly include the poverty and mobility of the families. However, fault may also lie with local school districts which do not acknowledge their responsibility to migrant children, and which may, if fact, encourage dropping out either through overt or subtle means. This attitude that migrant students are "outsiders" and not entitled to educational services must be changed.

Although the California Department of Education provides many special educational and supportive services to migrant children, it is the local school district which has primary obligation to educate migrant students. Those districts which do not address the task of educating migrant students in a serious manner are perpetrating institutional maltreatment.

Activities

I. PROVIDE COMMUNITY SERVICE INFORMATION TO MIGRANT PARENTS.

1. A directory containing basic information on social and health services should be prepared exclusively for migrant families. The directory should be printed in both English and Spanish. Resources listed in the directory should include, but not be restricted, to those provided through the Department of Social Services, Department of Health Services, Department of Mental Health, Department of Alcoholism and Drug Abuse, Law Enforcement and probation agencies, Employment and Job Training Services, Economic Opportunity Commission, rural clinics and health agencies, housing programs for low income families, Parents Anonymous, Alcoholics Anonymous, Drug Abuse Programs, Mental Health Clinics and agencies, Women's Services or centers, emergency services, child care organizations, local child abuse prevention coordinating councils and charitable organizations such as The Salvation Army and Outreach.

Copies of this directory should be distributed to every migrant family in the state through the network of migrant agencies, i.e. education, day care, health, legal, and farmworker agencies. Every effort should be made to explain to parents how to utilize this directory. It would be optimal to distribute the directory in combination with a workshop on "Coping with Stress". This workshop could be a joint effort between the local child abuse prevention coordinating council or Speakers Bureau and migrant agencies in the area.

2. Parents Anonymous should provide information about its services to migrant agencies to disseminate to families. These agencies should assist the state office in identifying interested and qualified Hispanic mental health professionals to begin local chapters in various locations throughout the state.

Projected Outcomes

- Migrant families will reach out for assistance before maltreatment, or will go for help after an incident in order to prevent a recurrence.

II. PROMOTE POSITIVE COMMUNITY AWARENESS OF MIGRANT FAMILIES.

In communities with a substantial number of migrant families, professionals from migrant education, day care, health, and legal services and migrant parents should join together to develop a public relations effort on behalf of migrant families. Speeches to local community groups, church groups, and fraternal organizations can be a starting point for this effort.

There are two aspects to this public relations campaign. First it is important to inform the community of the contribution that migrant families are making, as well as decribing their lifestyle and culture so that the community will cease to view them as "outsiders". The other part of the campaign is focused upon describing the needs of these families and the very poor living conditions which most face. There is no substitute for being an eyewitness to those conditions. Members of local child abuse prevention councils should be given an opportunity to visit migrant camps and migrant programs in order to be better informed regarding the needs of families. This is an excellent way to introduce community decision-makers to the life of migrant parents and children. Discussion and concrete suggestions on services which could be helpful should be offered immediately.

Influential members of the community should be approached to lead the campaign and provide credibility and contacts within the community. Church groups are often very eager to become involved and may carry on the campaign once they are well informed.

Projected Outcomes

- Communities may tend to be more responsive to the plight of migrant families which may be reflected in local support for programs to assist them.

III. SPECIAL COALITIONS DEVELOP PROGRAMS FOR MIGRANT FAMILIES.

In areas where there are particularly high concentrations of migrant families but relatively few provider organizations, regional coalitions should should be formed to cooperatively develop preventive programs. This may be particularly critical in areas which are sparsely populated in general or which attract interstate families. Special outreach efforts should be conducted to ensure that prevention services are available to migrant children and parents. Professionals from various migrant agencies and a migrant parent (whenever possible) should participate in the coalitions, which should also include representatives from child abuse organizations and human service staff.

The coalitions should assess whether migrant families are receiving the necessary prevention services and determine a mechanism for providing them. Members could also prepare and submit proposals to the Office of Child Abuse Prevention to fund whichever activities are justified. They could identify resources and facilitate the components of the plan requiring joint cooperation or when the local organizations might be reluctant to fulfill their responsibilties.

Projected Outcomes

- Migrant families will benefit from the prevention resources of the state.

IV. PROMOTE POSITIVE ATTITUDES TOWARD MIGRANT CHILDREN WITHIN THE SCHOOLS.

In conjunction with the public awareness campaign in the community, a similar effort should be conducted in the schools. Migrant Education and Health Coordinators should approach Teachers Unions, District Advisory Councils, School Boards, the Parent Teachers Association (PTA), and State Association of School Administrators to join in this effort.

Cooperating organizations will develop a program to implement in targeted school districts. For example: devote a PTA meeting to a discussion of migrant families and invite migrant parents to make a presentation; have migrant children create posters illustrating where they travel and describe the different states in which they have lived and display them in the schools. Within the classroom , teachers can emphasize the knowledge which migrant children have to share and the contribution which they and their parents make. In addition, students from different ethnic backgrounds could be given an opportunity to share the culture of their family through special foods, descriptions of celebrations, etc.

Projected Outcomes

- Migrant students are better accepted in local school districts.

Recommendation

Since the preceding activities would only gradually eliminate the obstacles preventing migrant families from receiving essential support services, an alternative statewide program for service provision should also be established. This program, which is designed to augment the existing service system, would be developed in the following three phases:

1. Identification of agricultural labor demands which dictate the migration pattern of farmworkers and the general time period in which families, pursuing continued employment, must travel. Such information could be obtained from the Employment Development Department and the Department of Food and Agriculture.

2. Completion of an assessment, or inventory, of existing services available to migrant families in areas where there is a significant demand for seasonal and agricultural labor. This would include services such as transportation, child and day care, primary and emergency medical care, nutritional, health, and employment counseling, dental care, relocation assistance, job training, placement assistance, emergency housing, child development and education programs, and legal assistance.

3. Targeting of family support services in areas where services are inadequate, unavailable, or inaccessible by a mobile state migrant family services unit. This unit would be staffed with state or local practitioners who have credibility with and are trusted by migrant workers. It could either move with families as required or assist in establishing linkages to other provider agencies. Families would be more inclined to use services through the unit because many do not remain in an area long enough to develop confidence in local providers.

III. INFORM MIGRANT PARENTS ABOUT PARENTING ISSUES

Problem Statement

Migrant parents usually have little formal education and few opportunities to obtain information about childrearing, child development, and child abuse. Special efforts are required to reach migrant parents with information which is culturally appropriate, written in simple language, and in a language which the parents understand.

Activities

1. Provide information on childrearing, child development and child abuse prevention to migrant parents through migrant education, migrant day care, and health facilities. Information about child development and childrearing can be obtained from the Northern and Southern California Child Abuse Prevention Training Centers, Parents Anonymous, and a variety of other sources.

2. ESCAPE will provide single copies of *New Light on An Old Problem*, in Spanish and English, to the Office of Migrant Education which should be reproduced and disseminated to all families. This basic informational piece is public domain material and can be freely copied.

3. Devote part of one or more Migrant Education Parent Advisory Committee Meetings to child abuse prevention. The Office of Migrant Education describes its commitment to the issue; California Consortium of Child Abuse Councils, Department of Social Services, and Parents Anonymous make presentations describing their prevention activities. The committee is encouraged to work with the above organizations and the Child Abuse Prevention Training Centers to develop and initiate programs for migrant parents.

4. Continued close cooperation between the Northern and Southern California Training Centers and migrant education agencies in extending the training mandated under Assembly Bill 2443 to migrant parents. Suny DeLeon of the Region II Migrant Education Office is assisting the Northern California Center in efforts to familiarize the migrant community with its training program. Vivian Chavez of the center has already given a presentation on the prevention instruction available

under its auspices or through the primary prevention programs that actually carry out the training effort. Mr. Robert Ortiz, of the Southern California Child Abuse Prevention Training Center, is initiating a similar cooperative arrangement with several local migrant education programs.

Projected Outcomes

- Parents will reach out for assistance prior to an incident of maltreatment, or afterwards to prevent reoccurrences.

- Parents will gain a better understanding of child development and will learn discipline methods that emphasize techniques other than physical punishment.

- Parents will become involved in planning prevention programs.

IV. PREVENTION EDUCATION FOR MIGRANT CHILDREN

Problem Statement

Research conducted in other states, including Florida and Texas, indicates that California's migrant children could be at high risk to be maltreated. At the same time, because of their transience or participation in special education programs, they are more likely to miss school-based prevention efforts. Therefore, a special effort must be made through migrant education to ensure that these children receive prevention information and education in addition to the child safety training provided through Assembly Bill 2443.

Activities

1. The *Spiderman* publication, available from the California Consortium of Child Abuse Councils (as the California Chapter of the National Committee for the Prevention of Child Abuse), should be distributed to all migrant children of appropriate ages (contingent upon funding).

2. Distribute *What's A Kid To Do About Child Abuse?* to all migrant children age 11 and up. Migrant health coordinators will be provided with copies through ESCAPE and they should be disseminated through the Regional Migrant Education Service Center Offices or the resource centers.

3. Distribute ESCAPE publication: *What's A Teacher to Do? Child Abuse Education for the Classroom* to all migrant teachers (copies provided by Migrant Education and ESCAPE).

4. Develop special prevention programs to educate migrant children. Summer institutes for secondary students and other summer programs operated by various agencies are possible sites for such an effort. Funds should be sought to implement this program at these and other sites. Technical assistance may be obtained from the state migrant education programs in Minnesota and Michigan which have instituted education programs.

Projected Outcomes

- Migrant children will be less vulnerable to maltreatment.

- Maltreated migrant children will be more likely to disclose that maltreatment has occurred or is occurring and will seek help.

- Migrant children who are aware of a friend or relative who is being maltreated will confide in an adult.

V. STAFF DEVELOPMENT ON MIGRANT CHILD ABUSE PREVENTION

Problem Statement

Informed professionals who are familiar with their legal responsibilities in reporting maltreatment and proficient in recognizing abuse and neglect are key to any prevention effort. Furthermore, because migrant families may not come into contact with other service providers or may not be reported by other service providers who are reluctant to take this action for a migrant child, it is crucial that migrant service providers be well trained. It is particularly important for teachers, coordinators, and other educational personnel to become knowledgeable in this area since they are mandated by law to report suspected incidents of maltreatment and they have frequent opportunities to observe and interact with migrant children. Training on migrant families, cultural differences, etc. for child protective staff in areas where there is a significant migrant caseload is also needed.

Activities

1. Migrant Education should inform all state and local staff of the Migrant Child Abuse Prevention Plan and of any possible actions taken in response to it. State staff and all coordinators should receive with that memo, copies of the California Department of Education 's Reporting Policy. Copies of the publications *Child Abuse, the Educators Responsibility* and *Child Abuse Prevention Handbook* should also be made available to as many staff as possible. Staff should also be shown the file *Poca Cosa*, a Spanish-language child abuse prevention film that was distributed to various Regional Offices of Migrant Education by the Office of Child Abuse Prevention.

2. The Migrant Education Office should develop an ongoing training program with the Department of Social Services and the Department of Justice to ensure that all state personnel receive at least a basic training on child abuse and their legal responsibilities. The preceding material should also be supplemented by information about the dynamics of child maltreatment in migrant families, aggregate statistics on the incidence of maltreatment among migrants and patterns of severity and perpetration (available in a series of research reports prepared by ESCAPE), and the particular strategies that would be successful in this population.

3. The state Office of Migrant Education should strongly enourage local operating agencies to insure that staff receive training on recognizing and reporting child maltreatment. A film on developing school based prevention programs which should be shown to coordinators and loaned out to school districts is available through ESCAPE.

4. The staff development programs operated through the Office of Child Abuse Prevention and the Office of Criminal Justice Planning should include some training on migrant families and should have information on migrant families to distribute to local units including appropriate segments of this prevention plan.

5. The Multicultural Coordinating Council for Children and Families should identify people who have expertise with migrant families and in the prevention of child maltreatment among Hispanics. They should be contacted about being involved in the preceding training efforts and providing technical assistance in implementing the plan.

6. Migrant Head Start staff will continue to receive training on child abuse. Copies of the plan should be distributed to all center directors.

7. Staff at health facilities serving substantial numbers of migrant families should routinely receive training on child abuse and neglect. Resource materials on migrant families should be disseminated through the relevant networks to member centers and clinics.

Projected Outcomes

- Improved reporting rate: larger number of reports and an increase in the number of incidents that are substantiated.

- Better case management with migrant families by child protection units.

VI. INTERAGENCY COOPERATION

I. State Level: Program Planning

Problem Statement

In order to prevent child abuse in this special high risk population it is crucial that agencies serving migrant families provide information to and coordinate activities with the Department of Social Services, Department of Health Services, the Office of Criminal Justice Planning, the Attorney General's Office, the Committee on Child Abuse, California Consortium of Child Abuse Councils, the Multicultural Coordinating Council, Parents Anonymous, and other organizations addressing the problem of child abuse. Formal and continuing links need to be established. Migrant representatives will make information on dealing with migrant parents and children available to ensure that prevention activities are reaching the migrant population and are pragmatic, sensitive, and effective. Child abuse prevention professionals will provide information and technical assistance to migrant agencies in their prevention efforts.

Activities

1. Migrant agencies should designate someone to serve on the board of the California Consortium of Child Abuse Councils to represent migrant concerns.

2. A migrant parent should be appointed to the Parents Anonymous state board.

3. Interagency task forces organized around the issue of child abuse and neglect should include a representation from at least one of the migrant programs.

4. The Migrant Child Abuse Advisory Group should remain intact and continue to function and assist in the monitoring of this prevention plan.

Projected Outcomes

•State prevention programs which are targeted at the migrant population.

•Continuing migrant child abuse prevention activities.

II. Local Level: Case Management

Problem Statement

Close cooperation between the Department of Social Services and migrant agencies should be encouraged so that investigation and case management with migrant families can be improved. Although some cooperation is probably already occurring, it could be strengthened and promoted in areas where it is not taking place. Leadership at the state level of the Department of Social Services and Migrant Education is needed to facilitate closer working relationships between caseworkers and educators at the local level.

Well-prepared professionals affiliated with migrant service and advocacy agencies can play an indispensible role in the management and disposition of abuse and neglect cases where a member of a migrant family was either a victim or a perpetrator. Since they tend to be very familiar with the family and its circumstances, migrant staff can facilitate case planning, coordination, referral, treatment, and follow-up. They may also be able to evaluate a treatment plan and provide information on the family if they relocate before the service plan is completed.

Activities

1. Migrant Education should designate coordinators or health and welfare specialists to introduce themselves to the local child protection unit and provide a brief overview of the location and general situation of the migrant families in the area.

2. Local migrant staff should become involved in their community child abuse prevention coordinating councils. The California Consortium of Child Abuse Councils should assist migrant agencies in identifying active community councils that could be approached about this possibility.

3. Caseworkers should be given the name of a migrant staff person who could be contacted for assistance with an investigation or case involving a migrant child.

4. All multidisciplinary teams considering a case of abuse and neglect involving a migrant child should include representation from a migrant agency.

Projected Outcomes

- Improved investigation and more effective case management by child protective agencies.

III. Interstate: Continuity of Services

Problem Statement

Services to many migrant families may be interrupted because they have to move to work or to pursue an employment opportunity. Children may be particularly vulnerable during this period and parents might also require more intensive assistance. However, the child protection system is frequently unable to support these families or even complete an active investigation simply because the parents and children cannot be located after they have left an area. Educators can obtain this information from the Migrant Student Record Transfer System (MSRTS), a national data base containing health and education records on all migrant children in the country, as long as the one of the children is enrolled in a migrant program. The new address of the family is provided automatically once a query is initiated, but there is currently no provision for transfering this information to the child protective unit that was either conducting the investigation or arranging services.

The mechanism for exchanging this information could be structured in various ways, although the least complex would probably be to establish a single contact point in the state migrant program. After a migrant family relocates, local child protective workers having sufficient justification could call this person, who would complete the query and convey the necessary information once it becomes available. The caseworker would be responsible for taking any additional action to notify the child protection unit in the area where the family now resides of their situation and needs. Since this exchange is between child protective units either within California or in another state, it will fall under the purview of the applicable administrative regulations. Caution should be exercised to ensure that the rights of the family are protected and that only authorized personnel have access to the information.

Activities

1. A feasibility assessment should be conducted to determine if the MSRTS can actually be used successfully for tracking abused or neglected migrant children.

2. If justified by the preceding assessment, a Migrant Education representative should work with a staff member of the Department of Social Services to develop a policy regarding the transfer of the migrant child address information. Included in this policy should be procedures for handling the transfer of this information to the Department of Social Services from another state's child protection agency. Current policies and interstate compacts should be reviewed and legal counsel should be consulted to ensure the protection of the families' rights.

3. The above agencies should establish a policy with clear instructions for the transfer of such information and provide this to state and local staff.

Projected Outcomes

- Migrant children reported to the child protection authorities are protected despite relocating.
- Migrant parents who have perpetrated maltreatment continue to receive services even after they depart an area.

A FINAL NOTE

Without a serious commitment by the Office of Migrant Education and the other organizations that contributed to the development of this plan, there will be no appreciable impact upon the lives of migrant families and the well-being of migrant children – the very high rates of abuse and neglect will persist and families will not receive the help to which they are entitled.

Strong leadership is needed at the state level to ensure that this plan is acted upon in a timely, serious, and continuing fashion. Since no single agency has the resources and expertise to address this issue on its own, it is recommended that a steering committee of the California Migrant Child Abuse Prevention Plan Advisory Group be formed and assume the primary responsibility for the plan's implementation. The steering committee should include representatives from the Office of Migrant Education and the Office of Child Abuse Prevention, along with other members of the advisory group who might be inclined to participate. These two agencies should also designate a staff member to devote a certain percentage of his or her time to work on the implementation of this plan and to maintain the many relationships that will evolve in the process.

In the event that this arrangement is not feasible, the Migrant Education Office and other interested agencies would then formulate another means to initiate and monitor the various aspects of the plan. It is absolutely vital that the state commitments are accompanied by allocations of whatever time and effort is necessary to accomplish the preceding tasks. A careful assessment of the plan's resource requirements and availability should coincide with the agency review so that the constraints on implementation will be apparent. Some elements of the plan can be completed within existing budgets while others will certainly involve further legislative appropriations. There is evidence of support for the plan, since a resolution to fund a portion of it was under consideration as this final version was being prepared.

Florida Migrant Child Abuse Prevention Plan

February 1987

Developed by:

ESCAPE, Family Life Development Center,

Cornell University

in conjunction with

The Migrant Child Abuse Prevention Advisory Group

FLORIDA MIGRANT CHILD ABUSE PREVENTION PLAN

Prepared by

ESCAPE
Family Life Development Center
Cornell University

In cooperation with

Department of Education
Bureau of Compensatory Education
Alachua Multi-County Migrant Project

Department of Health and Rehabilitative Services

East Coast Migrant Head Start

Executive Office of the Governor
Governor's Constituency for Children
Office of Migrant Labor

Florida Center for Children and Youth

Florida Committee for the Prevention of Child Abuse

Florida Migrant Rural Legal Assistance

Panhandle Area Educational Cooperative

Parents Anonymous of Florida

Redlands Christian Migrant Association

February 1987

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VOCATIONAL EDUCATION

POSTSECONDARY EDUCATION

LABOR-MANAGEMENT RELATIONS

HEALTH AND SAFETY

March 1, 1987

As a long-time congressional advocate for migrant families, I am delighted to have the opportunity to enthusiastically endorse this migrant child abuse prevention plan for the state of Florida. This plan, formulated through the hard work and dedication of the representatives from many diverse state and private agencies, is of special interest to me because it was spearheaded by a section 143 project, ESCAPE. I sponsored legislation creating section 143 grants in 1978 as a way of funding competitively selected projects to better the lives of migrant children through improved interstate and interagency cooperation and coordination. It is therefore, extremely gratifying to be able to attach my support to this plan which exemplifies the goals envisioned in the 1978 legislation.

Migrant parents and their children are a population which deserve special attention and consideration - their role in America's agricultural economy is crucial and yet they are rarely recognized for that singular contribution. Many live lives of extreme deprivation and stress, and in some cases the stresses overwhelm parents and result in the tragedy of child maltreatment. Research from the ESCAPE project has shown that the migrant child faces a very high risk of being maltreated when compared with the general population incidence rate. I am pleased to see that after documenting this risk to the migrant child, ESCAPE and its partners have gone on to try and change these statistics.

It is significant that this important step toward reducing the incidence of child maltreatment in migrant families began with migrant education's recognition at the federal, state, and local levels, that child abuse was a problem which educators should address with a serious and sustained initiative. Child abuse is not an easy problem to solve, and Dr. Ulysses Horne, is to be commended for sponsoring a plan in Florida that promises to alleviate this threat to the welfare of so many migrant children. As this migrant child abuse prevention plan is implemented, migrant children throughout the state will reap the benefits of our commitment to them and to their future.

Bill Ford

WILLIAM D. FORD
Member of Congress

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EXECUTIVE SUMMARY

Purpose of the Plan

The Florida Migrant Child Abuse Prevention Plan was prepared at the request of Dr. Ulyssess Horne, the director of the state's Chapter 1 Migrant Education Program, in conjunction with his agency's continuing participation in the ESCAPE Project.

The plan has four major objectives:

1. **To ensure that the state's child welfare system is cognizant of the high risk status of migrant families and directs its activities to meet the particular needs of migrant children and families .**

2. **To identify the responsibilities of various public and private organizations in protecting the well-being of migrant children.**

3. **To establish an action agenda that will assist legislators, agency administrators, advocates, parents, and service providers in preventing migrant children from being abused or neglected.**

4. **To improve the coordination and management of existing programs and any resources that are mobilized to reduce the risk that migrant children will be maltreated.**

The development of the plan was a collaborative process involving an advisory group that was assembled for that purpose. This group consisted of designees from state and private agencies with an interest in the welfare of children or migrant workers and their families. An initial draft of the plan was prepared by Rebekah Dorman, the group facilitator, and submitted to the rest of the members for comment and review. The group was convened on two occasions, the first to initiate the needs assessment on which the plan is generally based and the second to finalize its contents.

Four basic assumptions provide the foundation of this plan:

- Migrant children are high risk for abuse and neglect and prevention activities should be implemented to reduce this level of risk. **In 1983, migrant children in Florida had an abuse and neglect incidence rate of 46.4 per 1000 – more than twice the state incidence rate of 18.2 per 1000.**

- Migrant families are a difficult population to serve via traditional service delivery methods so that special and concentrated efforts are required to help migrant children and their parents.

- Prevention should be a community-based activity encompassing a range of disciplines and specializations.

- Coordination between agencies and service providers is essential if prevention efforts on behalf of migrants are to be successful.

The high rates of abuse and neglect observed in the migrant population are one tragic symptom of the severe stresses which migrant parents experience. Consequently, for this population, a truly comprehensive plan would attempt to eliminate or minimize the adverse physical, social, and economic conditions confronting these families on a daily basis. Unfortunately, such dramatic and far-reaching social change exceeds the scope of the plan. However, the plan will attempt to reduce the incidence of maltreatment in the migrant population in three ways.

(1) Improve the institutional response to cases of migrant child abuse neglect. By recognizing and responding effectively to children and families in need, recurrences of maltreatment and the intergenerational cycle of abuse and neglect can be stopped.

(2) Increase the supportive services available to migrant families. By providing assistance to families, the stresses which face migrant families can be ameliorated and maltreatment prevented before it ever occurs.

(3) Educate migrant parents and children about child abuse and neglect and how to find help. By providing families with information about the problem and how to seek help you encourage them to take charge of the problem within in their own family and within the migrant community.

This plan, then, is only the first step in what is presumed to be a long range prevention program. It is, therefore, intended to serve as a baseline or reference point for the planning and programmatic decisions that must be made by those organizations having a role in preventing the maltreatment of migrant children. This plan is an independent supplement to their existing operating statements, although agencies are encouraged to incorporate relevant portions into their own plan or operating statement. As a practical matter, the plan identifies both immediate and long-term goals and stipulates the tasks that must be completed if they are to be realized. It does not make any assumptions about state and federal resource allocations.

Implementing the Plan

The plan's implementation will be monitored by the Bureau of Compensatory Education in conjunction with the Office of Migrant Labor will convene an advisory group meeting on receipt of this plan. At that meeting a decision will be made regarding which agency or agencies will take the leadership role in monitoring the plan's implementation. It will then be the responsibility of those agencies to convene advisory group meetings on a regular and continuing basis. These meetings will provide a forum for information exchange regarding the status of plan implementation and advisory group members will be responsible for attending and providing needed information. A schedule for implementation of the activities should be devised before action is taken and progress assessed periodically.

It is strongly recommended that a second incidence study (and preferably two more studies) be conducted by the Department of Education and the Department of Health and Rehabilitative Services within five years and that the results be compared to the baseline incidence assessment conducted by ESCAPE in 1983, prior to the implementation of this plan. (The initial study is entitled: *Migrant Child Maltreatment in Florida: A Study of Incidence and Patterns.*) A comparison of the results of these studies will provide crucial information on the success of this plan's design and implementation. From a national perspective, this research/intervention program would be an important contribution to the field of child protection and would be a signficant addition to current knowledge about prevention maltreatment in high risk families.

The first Florida Child Abuse Prevention Plan is a precedent-setting document, because it targets migrant children and parents exclusively, and establishes a foundation on which future prevention measures can be based. The plan should be amended as the needs of the migrant population in Florida change; as migrant agencies and child welfare agencies evolve; and as the objectives stated in the current plan are realized.

I. A STATEWIDE ADVOCACY INITIATIVE FOR MIGRANT FAMILIES

Problem Statement

Migrant families constitute a sizeable population at risk in Florida. Although there are numerous statewide groups which advocate for improved policies and programs for children, little attention is paid to the needs of migrant children during the development of advocacy priorities.

Activities

1. The Children's Committee of the Clearinghouse on Human Services should adopt a migrant child-oriented priority for legislative consideration.

2. Address the promulgation of rules by the Department of Health and Rehabilitative Services and the Department of Education to be sensitive to the needs of the migrant population.

3. Incorporate migrant-related issues in the advocacy agendas of associations such as the Florida Pediatric Society, Florida Nurses Association, Florida PTA, Florida Center for Children and Youth and education associations including Teachers' Unions, Florida School Board Association, and Florida Association of School Administrators.

4. County-based advocacy groups in heavily migrant areas will develop migrant-related priorities for improvement of school, social service, health and law enforcement policies and programs.

Projected Outcomes

- The development and implementation of policies and legislation which assist migrant families.

II. IMPROVED INTEGRATION OF MIGRANT FAMILIES INTO COMMUNITIES

Problem Statement

Florida's migrant families spend a considerable amount of time in the state either because the family considers the state to be their home base, because the family travels only within Florida, or because the family has setttled out of the stream and taken up permanent residence in Florida.

Yet, migrant families, whether mobile or settled out of the migrant stream, are frequently isolated and alienated from the communities in which they live. This isolation is often due, in part, to cultural and language differences. It can also be traced to their transience and heavy work schedule, to geographically isolated housing, to an ignorance of services or a reluctance to venture into the community, and to a community reluctant to accept migrant families for a few months or for an extended period of time. The community may, through their attitudes and the actions which grow out of those attitudes, exacerbate the already stressful existence of these families by ignoring their needs or making it difficult for them to receive services. It is also possible for the community to attentuate stress by reaching out with compassion and assistance.

Because of the enormous stresses which migrant families encounter on a daily basis, it is critical that they are aware of the services which are available in the community which could provide them with assistance in coping with their many needs.

The school is the migrant child's main contact with the community. Here he spends most of each day, if he has not already dropped out. Migrant children face enormous obstacles as they try to get an education. Reflecting the enormous difficulties involved is the dropout rate for migrant children, estimated to be between 50% and 90%. The reasons for this astronomical rate most certainly include the poverty and mobility of the families. However, responsiblity may also lie with local school districts which do not accept migrant children as being their responsiblity, and which may, if fact, encourage dropping out either through overt or subtle means. This attitude that migrant students are "outsiders" and not entitled to educational services must be combatted.

Although the Florida Bureau of Compensatory Education provides many special educational and supportive services to migrant children, it is the local school district which has primary responsibility for the education of migrant students. Those districts which do not address the task of educating migrant students in a serious manner are perpetrating institutional maltreatment and should be stopped through community action.

Activities

I. PROVIDE COMMUNITY SERVICE INFORMATION TO MIGRANT PARENTS.

1. The Bureau of Compensatory Education has recently prepared a service directory to be distributed to migrant families. The directory should be available in Spanish translation. If the following services are not included in the directory then an additional page should be inserted: Department of Health and Rehabilitative Services, employment services, health aervices, housing programs for low income families, Parents Anonymous, Alcoholics Anonymous, drug abuse programs, mental health clinics, women's services, and charitable organizations such as The Salvation Army.

Copies of this directory should be distributed to every migrant family in the state though the network of migrant agencies, i.e. education, day care, health, legal, and farmworker agencies. Every effort should be made to explain to parents how to utilize this directory. It would be optimal to distribute the directory in combination with a workshop on "Coping with Stress" or "Finding Help in the Community". This workshop could be a joint effort of the District Task Force and migrant agencies in the area.

2. Parents Anonymous will provide information about its services to migrant agencies to disseminate to families.

Projected Outcomes

- Migrant families will reach out for assistance before maltreatment, or will go for help after an incident in order to prevent a recurrence.

- Migrant families will utilize services more effectively, reducing the stress which they experience.

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II. PROMOTE POSITIVE COMMUNITY AWARENESS OF MIGRANT FAMILIES

In areas where a substantial number of migrant families professionals from migrant education, day care, health, and legal services and migrant parents should join together to develop a public relations effort on behalf of migrant families. Speeches to local community groups, church groups, and fraternal organizations can be a starting point for this effort.

There are two aspects to this public relations campaign. First it is important to inform the community of the contribution that migrant families are making, as well as decribing their lifestyle and culture so that the community will cease to view them as "outsiders". The other part of the campaign is focused upon describing the needs of these families and the very poor living conditions which most face. There is no substitute for being an eyewitness to those conditions. In District IX, the HRS Task Force on Child Abuse and Neglect has visited migrant camps and migrant programs in order to be better informed regarding the needs of families. This is an excellent way to introduce community decision-makers to the life of migrant families. Discussion and concrete suggestions on services which could be helpful should be offered immediately.

Influential members of the community should be approached to lead the campaign and provide credibility and contacts within the community. Church groups are often very eager to become involved and may carry on the campaign once they are well informed.

Projected Outcomes

- Communities will respond more positively to migrant families which may be reflected in community support for programs to aid migrant families.

III. HRS DISTRICT TASK FORCES DEVELOP PROGRAMS FOR MIGRANT FAMILIES.

In areas where there are a concentration of migrant families, district task forces should make a high priority to receive prevention services because of their high risk status. A professional from an agency serving migrant farmworkers and a migrant parent (whenever possible) should be placed on the task force to represent migrant needs.

HRS districts with sizeable migrant populations include:

District	Number of Migrant Children
District 6	24,530
District 9	9761*
District 8	6924*
District 11	4792*
District 7	2813*
District 10	2742

[*This number is only a partial count of migrant children in the district and should be considered a minimal estimate of the entire population. More complete and up to date information can be obtained from Compensatory Education.]

The newly developed HRS statewide prevention plan includes a section on maltreatment in migrant families and information for task forces on developing programs for migrant families. The number of migrant families served in each district by prevention programs funded through Mills Bill funds should be monitored in Tallahassee by Margie McInnes, the HRS Child Abuse Prevention Specialist.

Projected Outcomes

- Migrant families will benefit from the prevention resources of the state.

IV. PROMOTE POSITIVE ATTITUDES TOWARD MIGRANT CHILDREN WITHIN THE SCHOOLS.

In conjunction with the public awareness campaign in the community, a similar effort should be conducted in the schools. Migrant Education Coordinators should approach Teachers Unions, District Advisory Councils, School Boards, the PTA, and Florida Association of School Administrators to join in this effort.

Cooperating organizations will develop a program to implement in targeted school districts. For example: devote a PTA meeting to a discussion of migrant families and invite migrant parents to make a presentation; have migrant children create posters illustrating where they travel and describe the different states in which they have lived and display them in the schools. Within the classroom , teachers can emphasize the knowledge which migrant children have to share and the contribution which they and their parents make. In addition, students from different ethnic backgrounds could be given an opportunity to share the culture of their family through special foods, descriptions of celebrations, etc.

Projected Outcomes

- Migrant students are better accepted in local school districts.

III. INFORM MIGRANT PARENTS ABOUT PARENTING ISSUES

Problem Statement

Migrant parents usually have little formal education and few opportunities to obtain information about childrearing, child development, and child abuse. Special efforts are required to reach migrant parents with information which is culturally appropriate, written in simple language, and in the language which the parents understand.

Activities

1. Provide information on childrearing, child development and child abuse prevention to migrant parents through migrant education, migrant day care, and health facilities. Information about child development and childrearing can be obtained from Parents Anonymous, District HRS Task Forces, Department of Health and Rehabilitative Services and other sources.

2. ESCAPE will provide single copies of *New Light on An Old Problem,* in Spanish and English to Retha Nero who will have them reproduced and distributed to migrant education coordinators to reproduce and disseminate to all families. Copies will also be provided to Patricia Poblete, Program Administrator of the Florida Branch of East Coast Migrant Head Start. This basic informational piece is public domain material and can be freely reproduced.

3. Devote part of one or more Parent Advisory Council (PAC) Meetings to child abuse prevention. The Bureau of Compensatory Education describes its commitment to the issue; Florida Committee for the Prevention of Child Abuse, Department of Health and Rehabilitative Services and Parents Anonymous make presentations describing their prevention activities. The PAC is encouraged to work with the above organizations to develop programs for migrant parents.

Projected Outcomes

- Parents will reach out for assistance before an incident of maltreatment occurs, or afterwards to prevent reoccurence.
- Parents will gain a better understanding of child development milestones preventing unrealistic expectations of children which can lead to maltreatment.
- Parents will learn discipline methods that emphasize techniques other than physical punishment.
- Parents will become involved in planning prevention programs.

IV. PREVENTION EDUCATION FOR MIGRANT CHILDREN

Problem Statement

Research indicates that Florida's migrant children are at high risk to be maltreated. At the same time, because of their transience or participation in special education programs, they are more likely to miss school-based prevention efforts. Therefore, a special effort must be made through migrant education to ensure that these children receive prevention information and education.

Activities

1. Distribute *Spiderman* obtained from the Florida Committee for the Prevention of Child Abuse to all migrant children of appropriate ages. (This will depend upon available funds.)

2. Distribute *What's A Kid To Do About Child Abuse?* to all migrant children age 11 and up. Migrant coordinators will be provided with copies provided by ESCAPE and they will be distributed through the Bureau of Compensatory Education.

3. Distribute ESCAPE publication: *What's A Teacher to Do? Child Abuse Education for the Classroom* to all migrant teachers. (Copies provided by Migrant Education and ESCAPE.)

4. Develop special prevention programs to educate migrant children. The summer institute for secondary students and the the summer program run by Panhandle Area Educational Cooperative for elementary children are two possible sites for such an effort. Funds should be sought to implement this program at the above and other sites. Technical assistance may be obtained from the state migrant education programs in Minnesota and Michigan which have instituted education programs.

Projected Outcomes

- Migrant children will be less vulnerable to maltreatment.

- Maltreated migrant children will be more likely to disclose that maltreatment has ocurred or is ocurring and will seek help.

- Migrant children who are aware of a friend or relative who is being maltreated will confide in an adult.

V. STAFF DEVELOPMENT ON MIGRANT CHILD ABUSE PREVENTION

Problem Statement

Informed professionals who are familiar with their legal responsibilities in reporting maltreatment and proficient in recognizing abuse and neglect are key to any prevention effort. Furthermore, because migrant families may not come into contact with other service providers or may not be reported by other service providers who are reluctant to take this action for a migrant child, it is crucial that migrant service providers be well trained.

It is also critical that HRS staff in areas where there is a significant migrant caseload receive training on migrant families, cultural differences, etc. The survey of HRS units conducted by ESCAPE and HRS found that most respondents would like training and written information on a number of topics. (See survey results in Appendix A.)

Activities

1. The Migrant Education Program should distribute a memo to inform all state and local staff of the Migrant Child Abuse Prevention Plan and of the amendment to the Compensatory Education State Plan. All state staff and all coordinators should receive with that memo, copies of the Florida Department of Education's Reporting Policy and of the ESCAPE research report on migrant child maltreatment in Florida.

2. The Migrant Education Program should develop an ongoing training program with the Department of Health and Rehabilitative Services to ensure that all state education personnel connected with the Migrant Education Program receive at least a basic training on child abuse and mandated reporters legal responsibilities. Statistics on migrant child maltreatment should also be included. Environmental Health Specialists from HRS should be invited to attend this training as well.

3. The Migrant Education Program will strongly enourage that the local operating agencies work in cooperation with the local district to ensure that staff receive training on recognizing and reporting child maltreatment. ESCAPE has provided Retha Nero with a copy of a film on developing school based preven-

tion programs which should be shown to coordinators and loaned out to school districts and to migrant head start centers.

4. HRS will include some training on migrant families in the curriculum of their training academies and will distribute information on migrant families to local units including the ESCAPE research report and this prevention plan.

5. Migrant head start staff will continue to receive training on child abuse. Copies of the research report will be distributed to all center directors.

6. Staff at health centers serving substantial numbers of migrant families should receive training on child abuse and neglect. ESCAPE will provide the research report and state plan to the Florida Council of Primary Care Centers to disseminate to member centers.

Projected Outcomes

- Improved reporting rate: larger number of reports and high substantiation rate.
- Better case management with migrant families by HRS.

VI. INTERAGENCY COOPERATION

I. State Level: Program Planning

Problem Statement

In order to prevent child abuse in this special high risk population it is crucial that agencies serving migrant families provide information to and coordinate activities with Department of Health and Rehabilitative Services, the InterProgram Task Force on Child Abuse and Neglect Prevention, Parents Anonymous, FCPCA, Florida Center for Children and Youth and other agencies dealing with the issue of child abuse. Formal and continuing links need to be established. Migrant representatives will provide information on dealing with migrant families and with the population as a group to ensure that child abuse prevention activities are reaching the migrant population and are pragmatic, sensitive, and effective. Child abuse prevention professionals will provide information and technical assistance to migrant agencies in their prevention efforts.

Activities

1. Retha Nero is now the migrant representative serving on the Interprogram Task Force on Child Abuse and Neglect. Wendall Rollason is currently on the board of the FCPCA, representing migrant concerns.

2. Retha Nero will provide a migrant representative for the Parents Anonymous Board of Directors.

3. The Migrant Child Abuse Advisory Group will continue to function and assist in the monitoring of this prevention plan.

Projected Outcomes

- State prevention programs which are targeted at the migrant population.
- Continuing migrant child abuse prevention activities.

II. Local Level: Case Management

Close cooperation between Department of Health and Rehabilitative Services and migrant agencies needs to be encouraged so that investigation and case management with migrant families can be improved. Survey results(see Appendices A and B) from local HRS units and from Migrant Education Coordinators showed that the majority of HRS respondents said that they would find it helpful to work with migrant agencies and most coordinators were willing to provide such assistance. Some cooperation is already occurring, however, it could be strengthened and encouraged in areas where it is not already occurring. Leadership at the state level of HRS and the Bureau of Compensatory Education is needed to encourage the local cooperation.

Activities

1. Compensatory Education will designate coordinators or their designee to introduce themselves to the local Department of Health and Rehabilitative Services unit and to the Child Protection Team and provide a brief overview of the location, ethnicity, and general situation of the migrant families in the area.

2. Retha Nero will provide all members of the Advisory Group and other appropriate individuals with the list of migrant education coordinators and other pertinent information regarding the Compensatory Education program and its staff.

3. The HRS Environmental Health staffpersons who inspect migrant camps will introduce themselves to the HRS unit and provide pertinent information regarding the camp and its inhabitants.

4. Department of Health and Rehabilitative Services caseworkers will contact recruiters or other designated migrant staffpersons when they require assistance with an investigation or case involving a migrant child.

5. A migrant representative should serve on the The Child Protection Team every time a migrant child is being discussed by the team.

Projected Outcomes	•Improved investigations and case management by the Department of Health and Rehabilitative Services and Child Protection Teams.

III. Interstate: Continuity of Services

Problem Statement

The Department of Health and Rehabilitative Service is often unable to complete an investigation or provide continuing support to migrant families because of their mobility. The very high recidivism rate for migrant children in Florida may, in part, reflect this problem. There has been no formal mechanism by which to locate the family in their new location within the state so that the investigation or services will continue; or to obtain the family's address in another state and provide information to the receiving state's child protection agency. Hence this sort of follow-up has been a time-consuming and cumbersome process, when attempted.

Migrant educators have access to the Migrant Student Record Transfer System containing the education and health records on all migrant children in the country and can obtain the current address of a child by a simple query to the system. Currently, however, there is no policy regarding the transfer of the address information from the migrant educator to HRS for intrastate families, or from the migrant educator to HRS to the receiving state child protection agency for interstate cases.

Activities

1. Compensatory Eduction and the Department of Health and Rehabilitative Services develop an interagency policy regarding the transfer of the address information. Legal counsel should be consulted to ensure the protection of the families' rights.

2. Based upon the above policy, each agency develops clear instructions for the transfer of such information and provides this to all local staff. Each agency should designate a state staff person who will be the resource for local staff and who will be the liaison to the other agency.

3. HRS should review the terms of interstate compacts in which it participates to see whether they are adequate to handle the migrant cases which are now likely to be more prevalent.

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Projected Outcomes

- Migrant children reported to the child protection authorities are protected despite migration.

- Migrant parents who have perpetrated maltreatment continue to receive services despite migration.

A FINAL NOTE

The potential impact of this plan is enormous. There is no greater achievement than helping families raise the next generation in a positive nurturing environment. With the participation of the key agencies in the state of Florida, this plan will help bring significant positive change for migrant families.

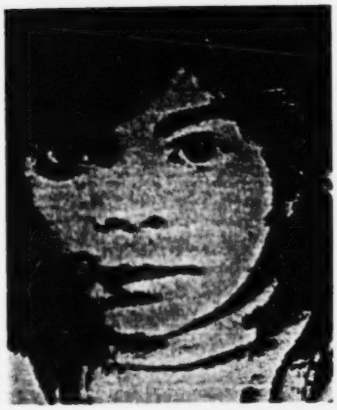
Without a serious commitment by the Bureau of Compensatory Education and the Department of Health and Rehabilitative Services, this plan will, in all likelihood, have little impact upon the lives of migrant families, and the well-being of migrant children. The very high rates of abuse and neglect will continue and families will not receive the help that they desperately need.

Strong leadership is needed at the state level to ensure that this plan is acted upon in a timely, serious and continuing fashion. It is strongly recommended Compensatory Education and HRS designate a state staffmember to devote a certain percentage of his or her time to work on the implementation of this plan. This is especially needed because with the termination of ESCAPE there will be no outside assistance and monitoring of the plan.

Additional resources should be investigated to support the Executive Committee in its work. Some possibilities include providing internships for college students who work on plan implementation and monitoring. Applying for VISTA volunteers should also be researched.

Illinois Migrant Child Abuse Prevention Plan

February 1987



Developed by:
ESCAPE, Family Life Development Center,
Cornell University
in conjunction with
The Migrant Child Abuse Prevention Advisory Group

ILLINOIS MIGRANT CHILD ABUSE PREVENTION PLAN

Prepared by	ESCAPE Family Life Development Center Cornell University
In Cooperation with	**Department of Children and Family Services** Division of Policy and Plans Migrant Head Start Project Division of Child Protection **State Board of Education** Chapter 1 Migrant Education Program Princeville School District **Farmworker Service Agencies** Fellowship House, Inc. Illinois Migrant Council Illinois Farmworker Ministry Illinois Migrant Legal Assistance Project Princeville Medical Center Seven Oaks Child Development Center Shawnee Health Service and Development Corporation **Child or Migrant Advocacy Organizations** Council on Children at Risk Farm Labor Organizing Committee

February 1987

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VOCATIONAL EDUCATION

POSTSECONDARY EDUCATION

LABOR-MANAGEMENT RELATIONS

HEALTH AND SAFETY

March 1, 1987

As a long-time congressional advocate for migrant families, I am delighted to have the opportunity to enthusiastically endorse this migrant child abuse prevention plan for the state of Illinois. This plan, formulated through the hard work and dedication of the representatives from many diverse state and private agencies, is of special interest to me because it was spearheaded by a section 143 project, ESCAPE. I sponsored legislation creating section 143 grants in 1978 as a way of funding competitively selected projects to better the lives of migrant children through improved interstate and interagency cooperation and coordination. It is therefore, extremely gratifying to be able to attach my support to this plan which exemplifies the goals envisioned in the 1978 legislation.

Migrant parents and their children are a population which deserve special attention and consideration - their role in America's agricultural economy is crucial and yet they are rarely recognized for that singular contribution. Many live lives of extreme deprivation and stress, and in some cases the stresses overwhelm parents and result in the tragedy of child maltreatment. Research from the ESCAPE project has shown that the migrant child faces a very high risk of being maltreated when compared with the general population incidence rate. I am pleased to see that after documenting this risk to the migrant child, ESCAPE and its partners have gone on to try and change these statistics.

It is significant that this important step toward reducing the incidence of child maltreatment in migrant families began with migrant education's recognition at the federal, state, and local levels, that child abuse was a problem which educators should address with a serious and sustained initiative. Child abuse is not an easy problem to solve, and Mr. Aurelio Jazo, is to be commended for sponsoring a plan in Illinois that promises to alleviate this threat to the welfare of so many migrant children. As this migrant child abuse prevention plan is implemented, migrant children throughout the state will reap the benefits of our commitment to them and to their future.

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Member of Congress

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	Olgha Sandman, Illinois Farmworker Ministry.
	Carrie Tovar, Princeville School District.

EXECUTIVE SUMMARY

Purpose of the Plan

The Illinois Migrant Child Abuse Prevention Plan was prepared at the request of Mr. Aurelio Jazo, the director of the state's Chapter 1 Migrant Education Program in conjunction with his agency's continuing participation in the ESCAPE Project.

The Plan has four major objectives:

1. **To ensure that the state's child welfare system is cognizant of the high risk status of migrant families and directs its activities to meet the particular needs of migrant children and parents.**

2. **To identify the responsibilities of various public and private organizations in protecting the well-being of migrant children.**

3. **To establish an action agenda that will assist legislators, agency administrators, advocates, parents, and service providers in preventing migrant children from being abused or neglected.**

4. **To improve the coordination and management of existing programs and any resources that are mobilized to reduce the risk that migrant children will be maltreated.**

The development of the plan was a collaborative process involving an advisory group that was assembled for that purpose. This group consisted of designees from a number of state agencies and representatives from organizations with an interest in the welfare of children or migrant workers and their families. An initial draft of the plan was prepared by Oscar W. Larson III, the group facilitator, and submitted to the rest of the members for comment and review. The group was convened on two occasions, the first to initiate the needs assessment on which the plan is generally based and the second to finalize its contents.

Four basic assumptions provide the foundation of this plan:

- Migrant children are more likely than children in general to be abused or neglected and positive steps must be taken to diminish this level of risk.

- Special and concentrated efforts are required to assist migrant families since they are a difficult population to serve via traditional service delivery methods.

- Prevention should be a community-based activity encompassing a range of disciplines and specializations.

- Coordination between agencies and service providers is essential if prevention efforts on behalf of migrants are to be successful.

The high rates of abuse and neglect observed in the migrant population are one tragic symptom of the severe stresses which migrant parents experience. Consequently, for this population, a truly comprehensive plan would attempt to eliminate or minimize the adverse physical, social, and economic conditions confronting these families on a daily basis. Unfortunately, a transformation as dramatic and far reaching as this exceeds the scope of the plan. Instead, the plan will recommend means for supporting migrant families and providing assistance to them in coping with these debilitating conditions. In particular, the plan will attempt to reduce the incidence of maltreatment in the Illinois migrant population in three ways.

(1) Improve the institutional response to cases of migrant child abuse and neglect. By recognizing and responding effectively to children and families in need, recurrences of maltreatment and the intergenerational cycle of abuse and neglect can be interrupted.

(2) Increase the supportive services available to migrant families. By providing assistance to families, the stresses which face migrant families can be ameliorated and maltreatment prevented before it occurs.

(3) Educate migrant parents and children about child abuse and neglect and how to find help. Having information about maltreatment and when and where to obtain assistance will encourage migrant families to address the problem before a child is harmed or injured.

The plan is intended to serve as a baseline or reference point for the planning and programmatic decisions that must be made by those organizations having a role in preventing the maltreatment of migrant children. It is best viewed as an independent supplement to their existing operating statements, although agencies are encouraged to incorporate relevant components into their own planning instruments. As a practical matter, the plan identifies both immediate and long-term goals and stipulates the tasks that must be completed if they are to be realized. It does not make any assumptions about state and federal resource allocations, except indirectly by occasionally noting the prevailing pattern of effort. Also, responsibilities are assigned to agencies both on the basis of current program concerns as well as judgements about which agencies are in the best position to accomplish a given set of tasks.

Implementing the Plan

The plan's implementation is contingent upon the state and local organizations who participated in its development initiating some or all of the steps necessary to achieve each of the goals. An extensive review of the plan should be conducted to insure that it is compatible with the programmatic activities of other agencies and to solicit their support and involvement. A schedule should be devised before action is taken and progress periodically assessed.

An interagency steering committee , consisting of members of the prevention plan advisory group, should be formed to oversee these monitoring and coordinating functions. The committee will also be responsible for amending this initial plan or developing subsequent proposals.

Participating governmental units should include the Governor's office, the Legislature, the Migrant Education Program of the State Board of Education, the Division of Child Protection, the Division of Policy and Plans, and the Migrant Head Start Project of the Department of Children and Family Services, the Department of Public Health, and the Department of Mental Health and Developmental Disabilities. Memberships should also be reserved for the Illinois Migrant Council, representatives from child, family, minority, farmworker advocacy groups, and community service providers, and migrant parents. The committee may also have to expand to increase advocacy and local representation as the plan is activated. Arrangements should be made to have the committee's work reported regularly to its parent agencies and local counterparts.

The first Illinois Migrant Child Abuse Prevention Plan is the precursor of a more extensive and long-term program for decreasing the risk that migrant children will be maltreated. It is a precedent-setting document, because it targets migrant children and parents exclusively, and establishes a foundation on which future prevention measures can be based. The plan is not a panacea and will undoubtedly have to be refined as the fields of child welfare and child protection and the state's migrant population continue to evolve. As participants in the development of the plan, the advisory group shares a common commitment to the plan's fundamental purpose and a resolve that it be implemented promptly and judiciously.

I: INFORM MIGRANT PARENTS ABOUT FAMILY SUPPORT SERVICES

Problem Statement

Because of the enormous stresses confronting many migrant families on a daily basis, it is critical that they are aware of the family support services that are available to them. Yet migrant families, whether mobile or settled out, are frequently isolated and alienated from the communities in which they live. This isolation is often due, in part, to cultural and language differences. It can also be traced to their transience and heavy work schedule, to geographically isolated housing, to an ignorance of services or a reluctance to venture into the community, and to a locality's unwillingness to provide for migrant families during the few months they are in an area. Since the majority of Illinois' migrant families reside within the state throughout the year, linking them to services is a pragmatic approach to effective prevention.

Activities

1. *A Directory of Local Community Services* should be developed and distributed to all migrant families. Existing resource directories, such as those available through Migrant Head Start or the Illinois Department of Employment Security, could possibly be used for this purpose or at least should be considered as prototypes. Both sets of directories should be examined in terms of the number of services listed and whether they are current, although the Migrant Head Start Directory is updated annually. An effort should also be made to obtain directories from other agencies so that the broadest range of services is represented.

2. The directories should be reviewed by the Migrant Child Abuse Prevention Advisory Group, which should also decide whether to disseminate a particular directory, to adapt it, or to prepare an entirely different one.

3. Each migrant family in the state should receive a copy of the directory through Migrant Education, Migrant Health, and Migrant Head Start.

4. Families should receive assistance in using the directories and in advocating for themselves with service providers.

Projected Outcomes	•Migrant families will be better informed about services, be more inclined to reach out for assistance before maltreatment, or will be more likely to go for help after an incident in order to prevent a recurrence. •Migrant families will utilize services more effectively, reducing the stress which they experience.
Recommendation	It would be most advantageous to combine the dissemination of this directory with a training session on such topics as "Coping with Stress" or "Identifying and Locating Community Services".

II: EDUCATE MIGRANT PARENTS ABOUT PARENTING ISSUES

Problem Statement

Migrant parents usually have little formal education and few opportunities to obtain information about childrearing, child development, and child abuse. Special efforts are required to reach migrant parents with information which is culturally appropriate, written in simple language, and in the primary language of the parents.

Activities

1. Migrant education and migrant health care facilities should distribute child development information to parents. ESCAPE will provide a single copy of *New Light on An Old Problem,* a basic information piece on child abuse and neglect in Spanish and English (public domain material that can be reproduced).

Material on child development and parenting should also be obtained. Mindy Diltz, from the Migrant Head Start Project in the Department of Children and Family Services, has information available on child abuse and neglect, foster parenting, adoption, and a variety of other topics. The leaflet *Why is there so much concern about the subject of Child Abuse and Neglect?* (printed in both English and Spanish) also contains useful information and should be made available to parents.

2. All migrant parents in the vicinity of Migrant Head Start centers should be informed about and invited to attend the workshops on parenting that are periodically conducted.

3. One or more meetings of the Migrant Education Parent Advisory Council should be devoted to child abuse prevention. Migrant Education describes its commitment to the issue; the Department of Children and Family Services explains its purpose and operation and state laws; Representatives from the National Committee for the Prevention of Child Abuse or the Erickson Institute, or other relevant organizations describe the activities of their respective organizations. Translators for Spanish speaking parents should be provided if necessary.

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4. All agencies should conduct special outreach efforts to link migrant parents to local child abuse prevention programs as well as other relevant programs for enhancing parenting skills.

Projected Outcomes

- Parents will ask for or seek assistance before a maltreatment incident occurs, or afterwards to prevent a recurrence.

- Parents will report children in other migrant families who they suspect are being maltreated.

- Parents will gain a better understanding of child development and learn discipline methods that emphasize techniques other than physical punishment.

- Parents will become involved in planning prevention programs.

- Current prevention programs will reach more migrant families.

III: PREVENTION EDUCATION FOR MIGRANT CHILDREN

Problem Statement

Research indicates that migrant children in Illinois, like other children from impoverished environments, are at high risk to be maltreated. At the same time, because of their transience or participation in special education programs, they are more likely to miss school-based prevention efforts. Therefore, a special effort must be made through Migrant Education to ensure that these children receive prevention information and education.

Activities

1. Distribute *What's A Kid To Do About Child Abuse?* to all migrant children age 11 and up. (Copies provided by Migrant Education and ESCAPE, if necessary).

2. Distribute ESCAPE publication: *What's A Teacher to Do? Child Abuse Education for the Classroom* to all migrant teachers. (Copies provided by Migrant Education and ESCAPE)

3. Ensure that migrant children in the appropriate grades and their parents receive child safety instruction such as that provided through the "Building Bridges with the Schools" program. Materials on this program and technical assistance are available from the Division of Policy and Plans, Department of Children and Family Services. There are also sets of complete program packages in each of the Educational Services Centers.

Projected Outcomes

- Migrant children will be less vulnerable to maltreatment.

- Maltreated migrant children will be more likely to disclose that maltreatment has occurred or is occurring and will seek help.

- Migrant children who are aware of a friend or relative who is being maltreated will confide in an adult.

- Migrant parents and migrant education personnel will be better informed regarding child assault prevention.

IV: TRAINING IN CHILD ABUSE FOR MIGRANT EDUCATION STAFF

Problem Statement

Informed professionals who are familiar with their legal obligations in reporting maltreatment and proficient in recognizing abuse and neglect are key to any prevention effort. Furthermore, because migrant families may not come into contact with other service providers or may not be reported by other service providers who are reluctant to take this action for a migrant child, it is crucial that migrant service providers be well trained. It is particularly important for teachers, coordinators, and other educational personnel to become knowledgeable in this area since they are mandated by law to report suspected incidents of maltreatment and they have frequent opportunities to observe and interact with migrant children.

Activities

1. Migrant Education should develop an ongoing training program with the Department of Children and Family Services to ensure that all personnel receive at least a basic introduction to the topic of child abuse with emphasis on recognizing maltreatment and fulfilling reporting responsibilities.

2. The Migrant Education Program should verify that all school districts providing services to migrant children have developed and distributed a local policy on child abuse reporting that is consistent with the interagency agreement between the Illinois State Board of Education and the Department of Children and Family Services. They should additionally make arrangements to obtain assistance from the Department of Children and Family Service's Division of Child Protection for those districts that have yet to formulate such a policy but are interested in do so. A document resulting from the interagency agreement contains information that can be used by local districts in drafting policies for the reporting of suspected child abuse and neglect.

3. Migrant Education personnel attending the National Conference in April should attend a training session on child abuse and neglect if one is offered.

4. The ESCAPE Publication, *Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators,* should be reproduced by Migrant Education and made available to all staff.

Projected Outcomes

•Improved reporting rate: larger number of reports and higher substantiation rates.

Recommendation

The content of the training sessions should include the topics that the Department of Children and Family Services is required to present in its continuing education program. As stipulated in the Child Abuse and Neglect Reporting Act, these are: (1) the nature and extent of child abuse and neglect; (2) responsibilities and obligations regarding child abuse and neglect; (3) powers and immunity from liability under the Act; (4) information on the diagnosis of child abuse and neglect; (5) information on the roles and procedures of the Child Protective Service Unit; (6) information on the roles and procedures of the Department of Children and Family Services; (7) information on the roles and procedures of the State Central Register; (8) information on the roles and procedures of the courts; (9) the protective, treatment, and ameliorative services available to children and their families; and (10) information on high-risk families. The preceding material should also be supplemented by information about the dynamics of child maltreatment in migrant families, aggregate statistics on the incidence of abuse and neglect among migrants and patterns of severity and perpetration (available in a series of research reports prepared by ESCAPE), and the particular prevention strategies that would be successful in this population.

V: TRAINING FOR CHILD PROTECTIVE STAFF ON MIGRANT FAMILIES

Problem Statement

Child protective staff in communities where farmworkers live should have a basic familiarity with the migrant lifestyle and culture. Information on the unusual circumstances of migrant families, how to work effectively with migrant parents and children, and the factors that impede service delivery would assist caseworkers in investigating and disposing of maltreatment cases involving migrant children. An orientation for line workers would also present alternative mechanisms for assessing needs and provide an opportunity to identify resources outside of the child protection system that could be used to assist families.

Activities

1. The Department of Children and Family Services should establish a continuing education program for caseworkers and other appropriate personnel on the farmworker culture and population. This training should inform the participants about migrants, point out the prevailing obstacles to serving them effectively (i.e. cultural and language differences, isolation, long and inconvenient working hours, and mobility), and present ways to curcumvent some of the difficulties that impede service delivery.

2. Other agencies and organizations providing services to migrants should assist as necessary in developing this program. This might include contacting individuals who are particularly cognizant about migrants and who could serve as trainers or securing materials that could be used in conjunction with the training effort.

Projected Outcomes

•Caseworkers will be better informed about migrants and their practices should be more appropriate to the needs of the population.

•Prompter and more effective intervention and case disposition and a more efficient use of resources.

Recommendation

Farmworkers should participate in the provision of this training so that caseworkers will receive an accurate view of migrant life and the demands it imposes on both children and parents.

VI: INTERAGENCY COOPERATION

I. State Level: Program Planning and Coordination

Problem Statement

In order to prevent child abuse in this special high risk population, it is crucial that Migrant Education provide information to and coordinate activities with the Department of Children and Family Services, the Department of Public Health, the Department of Mental Health and Developmental Disabilities, the Illinois Migrant Council, and other statewide agencies operating in communities where migrant families reside. Formal and continuing links must be established through appointed staff persons so that the needs of the migrant population will be addressed.

Activities

1. Ongoing communication between Migrant Education and the agencies named above should be maintained through the Migrant Child Abuse Prevention Advisory Group.

2. The Migrant Child Abuse Prevention Advisory Group should be represented on any relevant interagency planning and policy boards or special task forces to serve as the liaison and to notify the group of any collaborative efforts that might affect migrant children and parents.

3. A qualified representative of the migrant community should also be appointed to the State-wide Citizen's Committee on Child Abuse and Neglect.

Projected Outcomes

- A coordinated statewide response to migrant child abuse.

II. Local Level: Case Management

Problem Statement

Close cooperation between local Child Protective Service Units, Migrant Education, Migrant Head Start, and other organizations should be encouraged so that investigation and case management with migrant families can be improved. Migrant families are both high risk for maltreatment and difficult to serve, and local interagency cooperation is necessary if these families are to receive appropriate treatment and support services.

Well-prepared professionals affiliated with migrant service and advocacy agencies can play an indispensible role in the management and disposition of abuse and neglect cases where a member of a migrant family was either a victim or a perpetrator. Since they tend to be more familiar with the family and its circumstances, migrant staff can facilitate case planning, coordination, referral, treatment, and follow-up. They may be able to evaluate a treatment plan and provide information on the family if they relocate before the service plan is completed. The Migrant Head Start Project has the most experience in case consultation and would be an excellent resource for the other organizations whose staff should have this capability.

Activities

1. Migrant Education should designate coordinators and recruiters to introduce themselves to the local child protection unit and provide them with a brief overview of the location, ethnicity, and general situation of the migrant families in the area.

2. The Division of Child Protection, Department of Children and Family Services, should designate a staff member who has experience in casework with migrants to be the statewide resource person on case management with migrant families. This resource person would be available to other caseworkers for consultation and would be a liaison to migrant education on cases of maltreatment.

3. Efforts should be made to have migrant education personnel or staff from other migrant agencies participate on multidisciplinary teams after they complete the necessary training.

4. A formal procedure should be established to involve migrant professionals in the case management process along with guidelines defining their responsibilities and the obligations of child protective personnel.

Projected Outcomes

- Improved investigation and management of maltreatment cases involving migrant children.

III. Interstate: Continuity of Services

Problem Statement

Services to many migrant families may be interrupted because they have to move to work or to pursue an employment opportunity. Children may be particularly vulnerable during this period and parents might also require more intensive assistance. However, the child protection system is frequently unable to support these families or even complete an active investigation simply because the parents and children cannot be located after they have left an area. Educators can obtain this information from the Migrant Student Record Transfer System (MSRTS), a national data base containing health and education records on all migrant children in the country, as long as the one of the children is enrolled in a migrant program. The new address of the family is provided automatically once a query is initiated, but there is currently no provision for transfering this information to the child protective unit that was either conducting the investigation or arranging services.

The mechanism for exchanging this information could be structured in various ways, although the least complex would probably be to establish a single contact point in the state migrant program. After a migrant family relocates, local child protective workers having sufficient justification could call this person, who would complete the query and convey the necessary information once it becomes available. The caseworker would be responsible for taking any additional action to notify the child protection unit in the area where the family now resides of their situation and needs. Since this exchange is between child protective units either within Illinois or in another state, it will fall under the purview of the applicable administrative regulations. Caution should be exercised to ensure that the rights of the family are protected and that only authorized personnel have access to the information.

Activities

1. A feasibility assessment should be conducted to determine if the MSRTS can actually be used successfully for tracking abused or neglected migrant children.

2. If justified by the preceding assessment, a Migrant Education representative should work with a staff member of the Division of Policy and Plans to develop a policy regarding the transfer of the migrant child address information. Included in this policy should be procedures for handling the transfer of this information to the Department of Children and Family Services from another state's child protection agency. Current policies and interstate compacts should be reviewed and legal counsel should be consulted to ensure the protection of the families' rights.

3. The above agencies should establish a policy with clear instructions for the transfer of such information and provide this to state and local staff.

Projected Outcomes

- Migrant children reported to the child protection authorities are protected despite relocating.
- Migrant parents who have perpetrated maltreatment continue to receive services even after they depart an area.

Maryland Migrant Child Abuse Prevention Plan

February 1987

Developed by:
ESCAPE, Family Life Development Center,
Cornell University
in conjunction with
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MARYLAND MIGRANT CHILD ABUSE PREVENTION PLAN

Prepared by

ESCAPE
Family Life Development Center
Cornell University

In Cooperation with

Department of Education
Migrant Education Program

Department of Human Resources
Child Protective Services
Office of Day Care and Special Projects

Governor's Commission on Migratory and Seasonal Farm Labor

Department Of Health and Mental Hygiene

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Four basic assumptions provide the foundation of this plan:

- Migrant children are high risk for abuse and neglect and prevention activities should be implemented to reduce this level of risk.

- Migrant families are a difficult population to serve via traditional service delivery methods so that special and concentrated efforts are required to help migrant children and their parents.

- Prevention should be a community-based activity encompassing a range of disciplines and specializations.

- Coordination between agencies and service providers is essential if prevention efforts on behalf of migrants are to be successful.

The high rates of abuse and neglect observed in the migrant population are one tragic symptom of the severe stresses which migrant parents experience. Consequently, for this population, a truly comprehensive plan would attempt to eliminate or minimize the adverse physical, social, and economic conditions confronting these families on a daily basis. Unfortunately, such dramatic and far-reaching social change exceeds the scope of the plan. However, the plan will attempt to reduce the incidence of maltreatment in the migrant population in three ways.

(1) Improve the institutional response to cases of migrant child abuse neglect. By recognizing and responding effectively to children and families in need, recurrences of maltreatment and the intergenerational cycle of abuse and neglect can be stopped.

(2) Increase the supportive services available to migrant families. By providing assistance to families, the stresses which face migrant families can be ameliorated and maltreatment prevented before it ever occurs.

(3) Educate migrant parents and children about child abuse and neglect and how to find help. By providing families with information about the problem and how to seek help, you encourage them to take charge of the problem within in their own family and within the migrant community.

Implementing the Plan

The plan's implementation will be monitored by the Governor's Commission on Migratory and Seasonal Farm Labor. An extensive review of the plan should be conducted to insure that it is compatible with the programmatic activities of other agencies and to solicit their support and involvement. A schedule should be devised before action is taken and progress periodically assessed.

This plan, then, is only the first step in what is presumed to be a long range prevention program. It is, therefore, intended to serve as a baseline or reference point for the planning and programmatic decisions that must be made by those organizations having a role in preventing the maltreatment of migrant children. This plan is an independent supplement to their existing operating statements, although agencies are encouraged to incorporate relevant portions into their own plan or operating statement. As a practical matter, the plan identifies both immediate and long-term goals and stipulates the tasks that must be completed if they are to be realized. It does not make any assumptions about state and federal resource allocations.

The first Maryland Child Abuse Prevention Plan is a precedent-setting document, because it targets migrant children and parents exclusively, and establishes a foundation on which future prevention measures can be based. The plan should be amended as the needs of the migrant population in Maryland change; as migrant agencies and child welfare agencies evolve; and as the objectives stated in the current plan are realized.

I. INFORM MIGRANT PARENTS ABOUT FAMILY SUPPORT SERVICES

Problem Statement

Because of the enormous stresses which migrant families encounter on a daily basis, it is critical that they are aware of the services which are available in the community which could provide them with assistance in coping with their many needs. Yet migrant families, whether mobile or settled out, are frequently isolated and alienated from the communities in which they live. This isolation is often due, in part, to cultural and language differences. It can also be traced to their transience and heavy work schedule, to geographically isolated housing, to an ignorance of services or a reluctance to venture into the community, and to a community reluctant to accept migrant families for a few months.

Activities

1. The regional Migrant Resource Directories compiled under the supervision of the Governor's Commission on Migratory and Seasonal Farm Labor will be amended to include information on community family support agencies and related services. [The free hotline run by Maryland Action to Prevent Child Abuse will be advertised in the directory. The hotline provides information and referral to agencies throughout the state and will accept all collect calls.]

2. Each migrant family in the state will receive a copy of the directory through migrant education, health, or day care. The Commission will oversee compilation of the additions to the directories and their distribution.

3. Each migrant agency distributing the directory will familiarize families with the new service entries and explain how to call the hotline.

Projected Outcomes

•Migrant families will be better informed regarding services, reach out for assistance before maltreatment, or will go for help after an incident in order to prevent a recurrence.

•Migrant families will utilize services more effectively, reducing the stress which they experience.

II. EDUCATE MIGRANT PARENTS ABOUT PARENTING ISSUES

Problem Statement

Migrant parents usually have little formal education and few opportunities to obtain information about childrearing, child development, and child abuse. Special efforts are required to reach migrant parents with information which is culturally appropriate, written in simple language, and in the families' primary language.

Activities

1. Migrant education, migrant day care facilities, and migrant health care facitilites will distribute child abuse prevention information to parents. Sadie Granison, Elizabeth Ramsey, and a day care representative should coordinate the collection and distribution of the information to ensure that all parents receive information. Stephen Berry of Child Protective Services will provide information on the Maryland Child Protection Laws, a sexual abuse booklet in Spanish, and other materials. Elaine Fisher, Executive Director of Maryland Action To Prevent Child Abuse will provide information on their helpline and on Parents Anonymous. ESCAPE will provide a single copy of *New Light on An Old Problem,* a basic information piece on child abuse and neglect in Spanish and English. (It is public domain material that can be reproduced.) Material on child development and parenting should also be obtained and it is recommended that the Family Life Specialist in Cooperative Extension at the University of Maryland be contacted for additional information on available publications.

2. Devote part of one or more Parent Advisory Council (PAC) Meetings to child abuse prevention. Migrant education describes its commitment to the issue; Child Protective Services explains its purpose and operation and state laws; Maryland Action to Prevent Child Abuse describes its activities. Interpreters for Spanish and Creole speaking parents should be available if needed.

Projected Outcomes

- Parents will reach out for assistance before an incident of maltreatment occurs, or afterwards to prevent reoccurence.
- Parents will report children in other migrant families who they suspect are being maltreated.

III. PREVENTION EDUCATION FOR MIGRANT CHILDREN

Problem Statement

Research indicates that migrant children are at high risk to be maltreated. At the same time, because of their transience or participation in special education programs, they are more likely to miss school-based prevention efforts. Therefore, a special effort must be made through migrant education to ensure that these children receive prevention information and education.

Activities

1. Distribute *What's A Kid To Do About Child Abuse?* to all migrant children age 11 and up. (Copies provided by Migrant Education and ESCAPE (if necessary).

2. Distribute ESCAPE publication: *What's A Teacher to Do? Child Abuse Education for the Classroom* to all migrant teachers. (Copies provided by Migrant Education and ESCAPE.)

3. Migrant Education will obtain an RFP from Child Protective Services in the spring and will investigate establishing a summer prevention education program for migrant children and parents. Sadie Granison will consult with Elaine Fisher, Executive Director, Maryland Action to Prevent Child Abuse, regarding the development of the proposal and program.

Projected Outcomes

•Migrant children will be less vulnerable to maltreatment.

•Maltreated migrant children will be more likely to disclose that maltreatment has ocurred or is ocurring and will seek help.

•Migrant children who are aware of a friend or relative who is being maltreated will confide in an adult.

IV. STAFF WITH MIGRANT AGENCIES RECEIVE TRAINING ON CHILD ABUSE

Problem Statement

Informed professionals who are familiar with their legal responsiblities in reporting maltreatment and proficient in recognizing abuse and neglect are key to any prevention effort. Furthermore, because migrant families may not come into contact with other service providers or may not be reported by other service providers who are reluctant to take this action for a migrant child, it is crucial that migrant service providers be well trained.

Activities

1. All migrant agencies should develop an ongoing training program with Child Protective Services to ensure that all personnel receive at least a basic training on child abuse with emphasis on recognizing maltreatment and fulfilling reporting responsibilities.

2. Migrant education personnel attending the Eastern Stream Conference in February should be encouraged to attend the training session on child abuse and neglect.

3. Sadie will investigate the possibility of including a workshop on child abuse and neglect at the inservice training scheduled for the end of June.

4. The ESCAPE Publication, *Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators,* should be reproduced by Migrant Education and made available to all staff.

Projected Outcomes

•Improved reporting rate: larger number of reports and high substantiation rate.

Recommendation

A conference on "Strengthening Migrant Families" to be sponsored by the Commission. Included in the conference should be the issue of child abuse and neglect, along with workshops on parent education, parent support agencies, cultural values and childrearing, linking migrant families with services, etc.

V. INTERAGENCY COOPERATION

I. State Level: Program Planning and Coordination

Problem Statement

In order to prevent child abuse in this special high risk population, it is crucial that agencies serving migrant families provide information to, and coordinate activities with, Child Protective Services (Stephen Berry) and with the Dept. of Human Resources which administers day care placements for migrant children. Formal and continuing links need to be established through appointed staffpersons.

Activities

1. Stephen Berry, Community Consultant from the H.E.L.P Resource Project, Child Protective Services, has been designated as the statewide contact person for cases involving migrant children.

2. Migrant education has designated Sadie Granison, and Migrant Health designee is Elizabeth Ramsey. (Migrant Day Care needs to designate a representative.) They will work with Mr. Berry and provide him with information about migrant families.

3. Local CPS staff and migrant agency staff need to be informed that Mr. Berry is the state CPS contact person.

4. Migrant education (and other migrant agencies) should designate a staffperson to work with the Director of Day Care and Special Projects, Department of Human Resources, to ensure day care placements for all migrant children under 12 who are not being adequately supervised.

Projected Outcomes

- A coordinated response to migrant child abuse.

- Day care placements for migrant children in need of supervision.

II. Local Level: Case Management

Problem Statement

Close cooperation between CPS and migrant education needs to be encouraged so that investigation and case management with migrant families can be improved.

Activities

1. Migrant education will designate recruiters to introduce themselves to the local CPS unit, provide them with a brief overview of the location, ethnicity, and general situation of the migrant families in the area.

2. Ms. Granison will provide general information about migrant families to Mr. Berry who will distribute it to local units in heavily migrant areas.

Projected Outcomes

- Improved investigations and case management by CPS.

- Lowered recidivism rate.

III. Interstate: Continuity of Services

Problem Statement

CPS is often unable to complete an investigation or provide continuing support to migrant families in need because of their mobility. CPS has no mechanism by which to locate the family in their new location within the state so that the investigation or services will continue; or to obtain the family's address in another state and provide information to the receiving state's child protection agency.

Educators have access to the Migrant Student Record Transfer System containing the education and health records on all migrant children in the country and can obtain the current address of a child by a simple query to the system. Currently, however, there is no policy regarding the transfer of the address information from the migrant educator to CPS for intrastate families, or from the migrant educator to CPS to the receiving state child protection agency for interstate cases.

Activities

1. Migrant education and CPS develop a policy regarding the transfer of the address information. Included in this policy should be procedures for handling the transfer of this information to CPS from another state child protection agency. Current policies and interstate compacts should be reviewed and legal counsel should be consulted to ensure the protection of the families' rights.

2. Stephen Berry is the CPS representative designated to handle the tracking of interstate cases. Migrant education needs to designate a staff person as well to work with Mr. Berry.

3. Each agency develops clear instructions for the transfer of such information and provides this to all local staff.

Projected Outcomes

- Migrant children reported to the child protection authorities are protected despite migration.

- Migrant parents who have perpetrated maltreatment continue to receive services despite migration.

New Jersey Migrant Child Abuse Prevention Plan

February 1987

Developed by:
ESCAPE, Family Life Development Center,
Cornell University
in conjunction with
The Migrant Child Abuse Prevention Advisory Group

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VOCATIONAL EDUCATION
POSTSECONDARY EDUCATION
LABOR-MANAGEMENT RELATIONS
HEALTH AND SAFETY

March 1, 1987

As a long-time congressional advocate for migrant families, I am delighted to have the opportunity to enthusiastically endorse this migrant child abuse prevention plan for the state of New Jersey. This plan, formulated through the hard work and dedication of the representatives from many diverse state and private agencies, is of special interest to me because it was spearheaded by a section 143 project, ESCAPE. I sponsored legislation creating section 143 grants in 1978 as a way of funding competitively selected projects to better the lives of migrant children through improved interstate and interagency cooperation and coordination. It is therefore, extremely gratifying to be able to attach my support to this plan which exemplifies the goals envisioned in the 1978 legislation.

Migrant parents and their children are a population which deserve special attention and consideration - their role in America's agricultural economy is crucial and yet they are rarely recognized for that singular contribution. Many live lives of extreme deprivation and stress, and in some cases the stresses overwhelm parents and result in the tragedy of child maltreatment. Research from the ESCAPE project has shown that the migrant child faces a very high risk of being maltreated when compared with the general population incidence rate. I am pleased to see that after documenting this risk to the migrant child, ESCAPE and its partners have gone on to try and change these statistics.

It is significant that this important step toward reducing the incidence of child maltreatment in migrant families began with migrant education's recognition at the federal, state, and local levels, that child abuse was a problem which educators should address with a serious and sustained initiative. Child abuse is not an easy problem to solve, and Dr. Sylvia Roberts, is to be commended for sponsoring a plan in New Jersey that promises to alleviate this threat to the welfare of so many migrant children. As this migrant child abuse prevention plan is implemented, migrant children throughout the state will reap the benefits of our commitment to them and to their future.

Bill Ford
WILLIAM D. FORD
Member of Congress

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NEW JERSEY MIGRANT CHILD ABUSE PREVENTION PLAN

Prepared by	ESCAPE Family Life Development Center Cornell University
In Cooperation with	**Department of Education** Division of Compensatory/Bilingual Education
	Department of Human Services Division of Youth and Family Services
	Child Assault Prevention Project
	Department of Community Affairs
	Department of Law and Public Safety Division of Criminal Justice
	Governor's Committee on Children's Services Planning
	Governor's Task Force on Child Abuse and Neglect
	New Jersey Chapter, National Committee for the Prevention of Child Abuse
	Office of the Public Defender Law Guardian/Child Advocate Unit
	Parents Anonymous
	Puerto Rican Congress of New Jersey

February 1987

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EXECUTIVE SUMMARY

Purpose of the Plan

The New Jersey Migrant Child Abuse Prevention Plan was prepared at the request of Dr. Sylvia Roberts, the director of the state's Chapter 1 Migrant Education Program, in conjunction with her agency's continuing participation in the ESCAPE (Eastern Stream Child Abuse Prevention and Education) Project.

The plan has four major objectives:

1. **To ensure that the state's child welfare system is cognizant of the high risk status of migrant families and directs its activities to meet the particular needs of migrant children and families .**

2. **To identify the responsibilities of various public and private organizations in protecting the well-being of migrant children.**

3. **To establish an action agenda that will assist legislators, agency administrators, advocates, parents, and service providers in preventing migrant children from being abused or neglected.**

4. **To improve the coordination and management of existing programs and any resources that are mobilized to reduce the risk that migrant children will be maltreated.**

The development of the plan was a collaborative process involving an advisory group that was assembled for that purpose. This group consisted of designees from state and private agencies with an interest in the welfare of children or migrant workers and their families. An initial draft of the plan was prepared by Rebekah Dorman, the group facilitator, and submitted to the rest of the members for comment and review. The group was convened on two occasions, first to initiate the needs assessment on which the plan is generally based, and second to finalize its contents.

Four basic assumptions provide the foundation of this plan:

- Migrant children are high risk for abuse and neglect and prevention activities should be implemented to reduce this level of risk. **In 1984, the migrant children in New Jersey had an abuse and neglect incidence rate 62% higher than for the general population in the state.**

- Migrant families are a difficult population to serve via traditional service delivery methods so that special and concentrated efforts are required to help migrant children and their parents.

- Prevention should be a community-based activity encompassing a range of disciplines and specializations.

- Coordination between agencies and service providers is essential if prevention efforts on behalf of migrants are to be successful.

The high rates of abuse and neglect observed in the migrant population are one tragic symptom of the severe stresses which migrant parents experience. Consequently, for this population, a truly comprehensive plan would attempt to eliminate or minimize the adverse physical, social, and economic conditions confronting these families on a daily basis. Unfortunately, such dramatic and far-reaching social change exceeds the scope of the plan. However, the plan will attempt to reduce the incidence of maltreatment in the migrant population in three ways.

(1) **Improve the institutional response to cases of migrant child abuse neglect.** By recognizing and responding effectively to children and families in need, recurrences of maltreatment and the intergenerational cycle of abuse and neglect can be stopped.

(2) **Increase the supportive services available to migrant families.** By providing assistance to families, the stresses which face migrant families can be ameliorated and maltreatment prevented before it ever occurs.

(3) Educate migrant parents and children about child abuse and neglect and how to find help. By providing families with information about the problem and how to seek help, you encourage them to take charge of the problem within in their own family and within the migrant community.

This plan is only the first step in what is presumed to be a long range prevention program. It is, therefore, intended to serve as a baseline or reference point for the planning and programmatic decisions that must be made by those organizations having a role in preventing the maltreatment of migrant children. This plan is an independent supplement to their existing operating statements, although agencies are encouraged to incorporate relevant portions into their own plan or operating statement. As a practical matter, the plan identifies both immediate and long-term goals and stipulates the tasks that must be completed if they are to be realized. It does not make any assumptions about state and federal resource allocations.

Implementing the Plan

The plan's implementation will be monitored by the New Jersey Department of Education in conjunction with the New Jersey Migrant Child Abuse Prevention Advisory Group. It will be the responsibility of the Department of Education's Division of Compensatory/Bilingual Education to convene advisory meetings on a regular and continuing basis. These meetings will provide a forum for information exchange regarding the status of plan implementation, and advisory group members will be responsible for attending and providing needed information. A schedule for implementation of the activities should be devised before action is taken and progress assessed periodically.

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It is strongly recommended that a second incidence assessment be conducted by the Department of Education and the Division of Youth and Family Services within five years, and that the results be compared to the baseline incidence assessment conducted in 1985, prior to the implementation of this plan. (The initial study entitled, *The Incidence and Patterns of Maltreatment Among Migrant Children in New Jersey*, was conducted by ESCAPE in cooperation with the Division of Compensatory/Bilingual Education and the Division of Youth and Family Services. This research documented the high risk status of migrant children in New Jersey.) A comparison of the results of these two studies will provide crucial information on the success of this plan's design and implementation. From a national perspective, this study would be an important contribution to the field of child protection and would be a signficant addition to current knowledge about prevention maltreatment in high risk families.

The first New Jersey Child Abuse Prevention Plan is a precedent-setting document, because it targets migrant children and parents exclusively, and establishes a foundation on which future prevention measures can be based. The plan should be amended as the needs of the migrant population in New Jersey change, as migrant agencies and child welfare agencies evolve, and as the objectives stated in the current plan are realized.

I. INFORM MIGRANT PARENTS ABOUT FAMILY SUPPORT SERVICES

Problem Statement

Because of the enormous stresses which migrant families encounter on a daily basis, it is critical that they are aware of the services which are available in the community, which could provide them with assistance in coping with their many needs. Yet migrant families, whether mobile or settled out, are frequently isolated and alienated from the communities in which they live. This isolation is often due, in part, to cultural and language differences. It can also be traced to their transience and heavy work schedule, to geographically isolated housing, to an ignorance of services or a reluctance to venture into the community, and to a community reluctant to accept migrant families for a few months. Since the majority of New Jersey's migrant families reside within the state throughout the year, linking them to services is a pragmatic approach to effective prevention. Many reside within urban areas where a wide variety of services are available.

Activities

1. *A Directory of Local Community Services* will be obtained or created and distributed to migrant families. This directory should include (but not be limited to) DYFS, Employment Services, Health Services, Parents Anonymous, Alcoholics Anonymous, Mental Health Clinic, Women's Services, and charitable organizations such as The Salvation Army.

Existing local resource directories should be investigated regarding their quality in terms of number of services listed and up-to-date accuracy. The United Way's directories, the resources of Human Service Advisory Councils, and the Parents Anonymous Statewide Resource Directory were all suggested as possiblities.

2. The Migrant Child Abuse Prevention Advisory Group will review directories and choose one avenue to pursue. (It may be necessary to amend existing directories.)

3. Each migrant family in the state will receive a copy of the directory through migrant education, health, or day care.

Projected Outcomes

•Migrant families will be better informed regarding services, reach out for assistance before maltreatment, or will go for help after an incident in order to prevent a recurrence.

•Migrant families will utilize services more effectively, reducing the stress which they experience.

Recommendation

It would be most effective to combine the dissemination of this directory with a training session on such topics as "Coping with Stress" or "Finding Community Services".

II. EDUCATE MIGRANT PARENTS ABOUT PARENTING ISSUES

Problem Statement

Migrant parents usually have little formal education and few opportunities to obtain information about childrearing, child development, and child abuse. Special efforts are required to reach migrant parents with information which is culturally appropriate, written in simple language, and in the primary language of the parents.

Activities

1. Migrant education, migrant day care facilities, and migrant health care facilities will distribute child development information to parents. ESCAPE will provide a single copy of *New Light on An Old Problem*, a basic information piece on child abuse and neglect in Spanish and English. (It is public domain material that can be reproduced).

Material on child development and parenting should also be obtained. The Office of Community Education in DYFS (609) 292-8469, has information available on child abuse and neglect, foster parenting, and adoption. It is also recommended that the Family Life Specialist in Cooperative Extension at Rutgers be contacted for additional information on available publications and for assistance in presenting programs.

2. Devote part of one or more Parent Advisory Council Meetings to child abuse prevention. The Migrant Education Program describes its commitment to the issue; DYFS explains its purpose and operation and state laws; Representatives from the New Jersey Chapter of the National Committee to Prevent Child Abuse, Child Assault Prevention, and the Puerto Rican Congress describes the activities of their respective organizations. Interpretors for Spanish speaking parents should be available if needed.

3. The Puerto Rican Congress, in consultation with the Migrant Education Program and the Migrant Child Abuse Prevention Advisory Group, will conduct special outreach efforts to link Hispanic migrant parents to their child abuse prevention programs as well as other relevant programs.

Projected Outcomes

- Parents will reach out for assistance before an incident of maltreatment occurs, or afterwards to prevent a recurrence.
- Parents will report children in other migrant families who they suspect are being maltreated.
- Parents will gain a better understanding of child development and learn discipline methods that emphasize techniques other than physical punishment.
- Parents will become involved in planning prevention programs.
- Current Hispanic prevention programs will reach more migrant families.

III. PREVENTION EDUCATION FOR MIGRANT CHILDREN

Problem Statement

Researc indicates that New Jersey's migrant children are at high risk to be maltreated. At the same time, because of their transience or participation in special education programs, they are more likely to miss school-based prevention efforts. Therefore, a special effort must be made through the Migrant Education Program to ensure that these children receive prevention information and education.

Activities

1. Distribute *What's A Kid To Do About Child Abuse?* to all migrant children age 11 and up. (Copies provided by the Migrant Education Program and ESCAPE(if necessary).

2. Distribute ESCAPE publication: *What's A Teacher to Do? Child Abuse Education for the Classroom* to all migrant teachers. (Copies provided by the Migrant Education Program and ESCAPE.)

3. Marian Gault (Migrant Education) will submit a proposal to the Governor's Task Force on Child Abuse and Neglect to obtain funds to present Child Assault Prevention Training to parents, teachers, and children.

4. As a supplement to the CAP training(if needed), Michael Renahan will assist with providing Crime Prevention Officers to present assault prevention training.

Projected Outcomes

- Migrant children will be less vulnerable to maltreatment.

- Maltreated migrant children will be more likely to disclose that maltreatment has ocurred or is ocurring and will seek help.

- Migrant children who are aware of a friend or relative who is being maltreated will confide in an adult.

- Migrant parents and migrant education personnel will be better informed regarding child assault prevention.

IV. MIGRANT EDUCATION STAFF ARE TRAINED ON CHILD ABUSE

Problem Statement

Informed professionals who are familiar with their legal responsiblities in reporting maltreatment and proficient in recognizing abuse and neglect are key to any prevention effort. Furthermore, because migrant families may not come into contact with other service providers or may not be reported by other service providers who are reluctant to take this action for a migrant child, it is crucial that migrant service providers be well trained.

A survey of Migrant Education recruiters conducted by ESCAPE (see appendix A) revealed that 8/18 had reported a migrant child to DYFS and that 12/18 felt that it would be helpful to have an official reporting policy, (indicating that they were unaware of the current Dept. of Education Reporting Policy).

Activities

1. The Migrant Education Program will develop an ongoing training program with DYFS to ensure that all personnel receive at least a basic training on child abuse with emphasis on recognizing maltreatment and fulfilling reporting responsibilities. The Dept. of Education Reporting Policy will be disseminated and explained. This will occur during summer inservice training.

2. Migrant Education personnel attending the Eastern Stream Conference in February will attend the training session on child abuse and neglect.

3. The ESCAPE Publication, *Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators,* should be reproduced by the Migrant Education Program and made available to all staff.

Projected Outcomes

- Improved reporting rate: larger number of reports and high substantiation rate.

V. INTERAGENCY COOPERATION

I. State Level: Program Planning and Coordination

Problem Statement

In order to prevent child abuse in this special high risk population it is crucial that the Migrant Education Program provide information to and coordinate activities with DYFS, the Governor's Task Force on Child Abuse and Neglect(particularly the subcommittee on Prevention), the Governor's Committee on Children's Services Planning, the Puerto Rican Congress, New Jersey Chapter, NCPCA, and Parents Anonymous. Formal and continuing links need to be established through appointed staffpersons so that the migrant population receives the services which it needs.

Activities

1. Ongoing communication between the Migrant Education Program and the agencies named above will be maintained through the Migrant Child Abuse Prevention Advisory Group. The Migrant Education Program will provide its directory of personnel to all group members, along with other pertinent information about the program and the migrant population.

2. A representative from the Migrant Child Abuse Prevention Advisory Group will be added to the Governor's Task Force on Child Abuse Prevention Subcommittee and will serve as the liaison to represent the needs of migrant children.

3. New Jersey Chapter, NCPCA, will put migrant education staff on their mailing list.
   *When appropriate, other agencies represented on the advisory group will do the same.

Projected Outcomes

- A coordinated statewide response to migrant child abuse.

II. Local Level: Case Management

Problem Statement

Close cooperation between DYFS and Migrant Education needs to be encouraged so that investigation and case management with migrant families can be improved. Migrant families are both high risk for maltreatment and difficult to serve, and interagency cooperation is necessity for improving service delivery to these special families.

Activities

1. Migrant education will designate recruiters to introduce themselves to the local DYFS unit, and to the County Prosecutor's office and provide them with a brief overview of the location, ethnicity, and general situation of the migrant families in the area.

2. DYFS and the Migrant Education Program will enter into an affiliation agreement which states that DYFS Resource Specialists in all counties with signficant numbers of migrant children will establish a working relationship with their respective counterparts in the Migrant Education Program.

3. DYFS units will receive copies of the research report on the incidence of child maltreatment in New Jersey's migrant population with a letter from a state level DYFS official informing local units of this prevention plan.

Projected Outcomes

- Improved investigations and case management by DYFS.

III. Interstate: Continuity of Services

Problem Statement

DYFS is often unable to complete an investigation or provide continuing support to migrant families in need because of their mobility. DYFS has no mechanism by which to locate the family in their new location within the state so that the investigation or services will continue; or to obtain the family's address in another state and provide information to the receiving state's child protection agency.

Educators have access to the Migrant Student Record Transfer System containing the education and health records on all migrant children in the country and can obtain the current address of a child by a simple query to the system. Currently, however, there is no policy regarding the transfer of the address information from the migrant educator to DYFS for intrastate families, or from the migrant educator to DYFS to the receiving state child protection agency for interstate cases.

Activities

1. A representative of the Migrant Education Program will work with the Policy Development Unit of DYFS' Office of Policy, Planning, and Support to develop a policy regarding the transfer of the migrant child address information. Included in this policy should be procedures for handling the transfer of this information to DYFS from another state child protection agency. Current policies and interstate compacts should be reviewed and legal counsel should be consulted to ensure the protection of the families' rights.

2. The above agencies develop a policy with clear instructions for the transfer of such information and provides this to state and local staff.

Projected Outcomes

- Migrant children reported to the child protection authorities are protected despite migration.

- Migrant parents who have perpetrated maltreatment continue to receive services despite migration.

Washington Migrant Child Abuse Prevention Plan

February 1987

Developed by:
ESCAPE, Family Life Development Center,
Cornell University
in conjunction with
The Migrant Child Abuse Prevention Advisory Group

WASHINGTON MIGRANT CHILD ABUSE PREVENTION PLAN

Prepared by

ESCAPE
Family Life Development Center
Cornell University

In Cooperation with

Office of the Superintendent of Public Instruction
Chapter 1 Migrant Education Program
Parent Advisory Council

State Department of Social and Health Services
Division of Children and Family Services
Child Protective Services Division

Child, Family, and Minority Advocacy Organizations
Parents Anonymous Washington State
Washington Association of Child Abuse Councils
Washington State Commission on Mexican-American Affairs

Farmworker Service Agencies
Washington Human Development Corporation
Washington State Migrant Council

Local Provider and Public Service Agencies
Chelan County Attorney's Office
Educational Service District 189
Enterprise for Progress in the Community
Wenatchee Rape Crisis and Domestic Violence Center

February 1987

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POSTSECONDARY EDUCATION
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HEALTH AND SAFETY

March 1, 1987

As a long-time congressional advocate for migrant families, I am delighted to have the opportunity to enthusiastically endorse this migrant child abuse prevention plan for the state of Washington. This plan, formulated through the hard work and dedication of the representatives from many diverse state and private agencies, is of special interest to me because it was spearheaded by a section 143 project, ESCAPE. I sponsored legislation creating section 143 grants in 1978 as a way of funding competitively selected projects to better the lives of migrant children through improved interstate and interagency cooperation and coordination. It is therefore, extremely gratifying to be able to attach my support to this plan which exemplifies the goals envisioned in the 1978 legislation.

Migrant parents and their children are a population which deserve special attention and consideration - their role in America's agricultural economy is crucial and yet they are rarely recognized for that singular contribution. Many live lives of extreme deprivation and stress, and in some cases the stresses overwhelm parents and result in the tragedy of child maltreatment. Research from the ESCAPE project has shown that the migrant child faces a very high risk of being maltreated when compared with the general population incidence rate. I am pleased to see that after documenting this risk to the migrant child, ESCAPE and its partners have gone on to try and change these statistics.

It is significant that this important step toward reducing the incidence of child maltreatment in migrant families began with migrant education's recognition at the federal, state, and local levels, that child abuse was a problem which educators should address with a serious and sustained initiative. Child abuse is not an easy problem to solve, and Mr. Raul de la Rosa, is to be commended for sponsoring a plan in Washington that promises to alleviate this threat to the welfare of so many migrant children. As this migrant child abuse prevention plan is implemented, migrant children throughout the state will reap the benefits of our commitment to them and to their future.

Bill Ford

WILLIAM D. FORD
Member of Congress

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EXECUTIVE SUMMARY

Purpose of the Plan

The Washington State Migrant Child Abuse Prevention Plan was prepared at the request of Mr. Raúl de la Rosa, the director of the state's Chapter 1 Migrant Education Program in conjunction with his agency's continuing participation in the ESCAPE Project.

The Plan has four major objectives:

1. **To ensure that the state's child welfare system is cognizant of the high risk status of migrant families and directs its activities to meet the particular needs of migrant children and parents.**

2. **To identify the responsibilities of various public and private organizations in protecting the well-being of migrant children.**

3. **To establish an action agenda that will assist legislators, agency administrators, advocates, parents, and service providers in preventing migrant children from being abused or neglected.**

4. **To improve the coordination and management of existing programs and any resources that are mobilized to reduce the risk that migrant children will be maltreated.**

The development of the plan was a collaborative process involving an advisory group that was assembled for that purpose. This group consisted of designees from a number of state agencies and representatives from organizations with an interest in the welfare of children or migrant workers and their families. An initial draft of the plan was prepared by Oscar W. Larson III, the group facilitator, and submitted to the rest of the members for comment and review. The group was convened on two occasions, the first to initiate the needs assessment on which the plan is generally based and the second to finalize its contents.

Four basic assumptions provide the foundation of this plan:

- Migrant children are more likely than children in general to be abused or neglected and positive steps must be taken to diminish this level of risk.

- Special and concentrated efforts are required to assist migrant families since they are a difficult population to serve via traditional service delivery methods.

- Prevention should be a community-based activity encompassing a range of disciplines and specializations.

- Coordination between agencies and service providers is essential if prevention efforts on behalf of migrants are to be successful.

The high rates of abuse and neglect observed in the migrant population are one tragic symptom of the severe stresses which migrant parents experience. Consequently, for this population, a truly comprehensive plan would attempt to eliminate or minimize the adverse physical, social, and economic conditions confronting these families on a daily basis. Unfortunately, a transformation as dramatic and far reaching as this exceeds the scope of the plan. Instead, the plan will recommend means for supporting migrant families and providing assistance to them in coping with these debilitating conditions. In particular, the plan will attempt to reduce the incidence of maltreatment in the Washington migrant population in three ways.

(1) **Improve the institutional response to cases of migrant child abuse and neglect.** By recognizing and responding effectively to children and families in need, recurrences of maltreatment and the intergenerational cycle of abuse and neglect can be interrupted.

(2) **Increase the supportive services available to migrant families.** By providing assistance to families, the stresses which face migrant families can be ameliorated and maltreatment prevented before it occurs.

(3) **Educate migrant parents and children about child abuse and neglect and how to find help.** Having information about maltreatment and when and where to obtain assistance will encourage migrant families to address the problem before a child is harmed or injured.

The plan is only the first step is what is presumed to be a long range prevention program. It is, therefore, intended to serve as a baseline or reference point for the planning and programmatic decisions that must be made by those organizations having a role in preventing the maltreatment of migrant children. It is best viewed as an independent supplement to their existing operating statements, although agencies are encouraged to incorporate relevant components into their own planning instruments. As a practical matter, the plan identifies both immediate and long-term goals and stipulates the tasks that must be completed if they are to be realized. It does not make any assumptions about state and federal resource allocations, except indirectly by occasionally noting the prevailing pattern of effort. Also, responsibilities are assigned to agencies both on the basis of current program concerns as well as judgements about which agencies are in the best position to accomplish a given set of tasks.

Implementing the Plan

The plan's implementation is contingent upon the state and local organizations who participated in its development initiating some or all of the steps necessary to achieve each of the goals. An extensive review of the plan should be conducted to insure that it is compatible with the programmatic activities of other agencies and to solicit their support and involvement. The Washington Child Abuse Prevention Advisory Group should remain intact and be convened as soon as possible after the review is completed. An interagency steering committee , consisting of members of the prevention plan advisory group, should be formed to oversee these monitoring and coordinating functions. The committee will also be responsible for amending this initial plan or developing subsequent proposals.

A schedule should be devised before action is taken and progress periodically assessed. It is vital that a single agency assume the leadership role in this process and provide or secure the resources necessary to enable the advisory group to meet on a regular and continuing basis. The meetings will serve as a forum for information exchange regarding the status of the plan implementation and members will be expected to attend and contribute to the group's deliberations.

Participating governmental units should include the Governor's office, the Legislature, the Migrant Education Program of the Office of the Superintendent of Public Instruction, appropriate divisions of the Department of Social and Health Services, and the Washington Council for the Prevention of Child Abuse and Neglect. Memberships should also be reserved for the Washington Association of Child Abuse Councils, Parents Anonymous of Washington, the Washington Migrant Council, the Washington Human Development Corporation, the Washington Commission on Mexican-American Affairs, and representatives from other child, family, minority, farmworker advocacy groups and community service providers, and migrant parents. The committee may also have to expand to increase advocacy and local representation as the plan is activated. Arrangements should be made to have the committee's work reported regularly to its parent agencies and local counterparts.

The first Washington Migrant Child Abuse Prevention Plan is a precedent-setting document because it targets migrant children and parents exclusively, and establishes a foundation on which future prevention measures can be based. The plan should be amended and refined as the needs of the migrant population in Washington change; as migrant agencies and the child welfare system evolve; and as the objectives of the current plan are realized.

I: INFORM MIGRANT PARENTS ABOUT FAMILY SUPPORT SERVICES

Problem Statement

Because of the enormous stresses confronting many migrant families on a daily basis, it is critical that they are aware of the family support services that are available to them. Yet migrant families, whether mobile or settled out, are frequently isolated and alienated from the communities in which they live. This isolation is often due, in part, to cultural and language differences. It can also be traced to their transience and heavy work schedule, to geographically isolated housing, to an ignorance of services or a reluctance to venture into the community, and to a locality's unwillingness to provide for migrant families during the few months they are in an area. Since the majority of Washington's migrant families reside within the state throughout the year, linking them to services is a pragmatic approach to effective prevention.

Activities

1. *A Directory of Local Community Services* should be developed for use by all migrant families. Existing resource directories could possibly be used or adapted for this purpose or at least should be considered as prototypes. These directories should be examined in terms of the number of services listed and whether they are current. An effort should be made to ensure that the broadest range of human and social services are represented. Types of services should be stipulated, along with months of operation if seasonal, method of contacting, and eligibility requirements.

2. Any directories should be reviewed by the Migrant Child Abuse Prevention Advisory Group, which should also decide whether to disseminate a particular directory, to revise it, or to prepare an entirely different one.

3. Each migrant family in the state should receive a copy of the directory through Migrant Education, Health, and Head Start.

4. Families should receive assistance in using the directories and in advocating for themselves with service providers.

Projected Outcomes

•Migrant families will be better informed about services, be more inclined to reach out for assistance before maltreatment, or will be more likely to go for help after an incident in order to prevent a recurrence.

•Migrant families will utilize services more effectively, reducing the stress which they experience.

Recommendation

It would be most advantageous to combine the dissemination of this directory with a training session on such topics as "Coping with Stress" or "Identifying and Locating Community Services".

II: EDUCATE MIGRANT PARENTS ABOUT PARENTING ISSUES

Problem Statement

Migrant parents usually have little formal education and few opportunities to obtain information about childrearing, child development, and child abuse. Special efforts are required to reach migrant parents with information which is culturally appropriate, written in simple language, and in the primary language of the parents. This material should also be made available to all persons who care for migrant children, including friends and relatives.

Activities

1. Migrant Education, Head Start, and health care facilities should distribute child development information to parents. ESCAPE will provide a single copy of *New Light on An Old Problem*, a basic information piece on child abuse and neglect in Spanish and English (public domain material that can be reproduced).

Material on child development and parenting should also be obtained. Parents Anonymous, in particular, has information available on child abuse and neglect, foster parenting, adoption, and a variety of other topics.

2. One or more meetings of the Migrant Education Parent Advisory Council should be devoted to child abuse prevention. Migrant Education describes its commitment to the issue; the Department of Social and Health Services explains its purpose and operation and state laws; Representatives from the Washington State Association of Child Abuse Councils and Parents Anonymous, or other relevant organizations describe their activities. Translators for Spanish speaking parents should be provided if necessary.

3. Migrant parents should be made aware of and encouraged to become involved in any support groups established to help parents in stress with their child-rearing. It is recognized that there are no groups for Hispanic parents in areas inhabited by migrants, although Parents Anonymous is attempting to establish a local chapter in Yakima. Migrant agencies should cooperate in this effort by publicizing the work of Parents Anonymous and promoting the self-help concept among the parents they serve.

4. All agencies should conduct special outreach efforts to link migrant parents to local child abuse prevention programs as well as other relevant programs for enhancing parenting skills.

Projected Outcomes

- Parents will ask for or seek assistance before a maltreatment incident occurs, or afterwards to prevent a recurrence.

- Parents will report children in other migrant families who they suspect are being maltreated.

- Parents will gain a better understanding of child development and learn discipline methods that emphasize techniques other than physical punishment.

- Parents will become involved in planning prevention programs.

- Current prevention programs will reach more migrant families.

III: PREVENTION EDUCATION FOR MIGRANT CHILDREN

Problem Statement

Research indicates that migrant children in the state of Washington, like other children from impoverished environments, may be at high risk to be maltreated. Yet most migrant children do not know what to do when they are being maltreated or who to talk to or rely on for help. At the same time, because of their transience or participation in special education programs, they are more likely to miss school-based prevention efforts. Therefore, a special effort must be made through Migrant Education to ensure that these children receive prevention information and education.

Activities

1. Distribute *What's A Kid To Do About Child Abuse?* to all migrant children age 11 and up. (Copies provided by Migrant Education and ESCAPE, if necessary).

2. Distribute ESCAPE publication: *What's A Teacher to Do? Child Abuse Education for the Classroom* to all migrant teachers. (Copies provided by Migrant Education and ESCAPE)

3. Ensure that migrant children in the appropriate grades and their parents receive child safety instruction. Special funds for this program should be requested if it cannot be supported through the budget of the Migrant Education Office. Both Sharen Fisher of the Wenatchee Rape Crisis and Domestic Violence Center and Jeanette Morales of Education Service District 105 are qualified to provide this training. Technical assistance, especially with regard to sexual abuse, is also available from the state migrant education offices in Minnesota or Michigan which both have conducted education programs on this topic. Also, Parents Anonymous has Spanish speaking comic books that deal with the subject of sexual abuse that could be used to instruct children.

Projected Outcomes

- Migrant children will be less vulnerable to maltreatment.

- Maltreated migrant children will be more likely to disclose that maltreatment has occurred or is occurring and will seek assistance.

- Migrant children who are aware of a friend or relative who is being maltreated will confide in an adult.

- Migrant parents and migrant education personnel will be better informed regarding child assault prevention.

IV: TRAINING IN CHILD ABUSE FOR MIGRANT EDUCATION STAFF

Problem Statement

Informed professionals who are familiar with their legal obligations in reporting maltreatment and proficient in recognizing abuse and neglect are key to any prevention effort. Furthermore, because migrant families may not come into contact with other local providers or may not be reported by those who are reluctant to take this action for a migrant child, it is crucial that migrant service providers be well trained. It is particularly important for teachers, coordinators, and other educational personnel to become knowledgeable in this area since they are mandated by law to report suspected incidents of maltreatment and they have frequent opportunities to observe and interact with migrant children.

Activities

1. Migrant Education should develop an ongoing training program with the Department of Social and Health Services to ensure that all personnel receive at least a basic introduction to the topic of child abuse with emphasis on recognizing maltreatment and fulfilling reporting responsibilities.

2. The Migrant Education Program should verify that all school districts providing services to migrant children have developed and distributed a local policy on child abuse reporting. They should additionally make arrangements to obtain assistance from the Department of Social and Health Services for those districts that have yet to formulate such a policy but are interested in do so.

3. The pamphlet "Child Abuse: Guidelines for Intervention by Educators" should be distributed to all educational personnel having contact with migrant children and families.

4. The ESCAPE Publication, *Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators,* should be reproduced by Migrant Education and made available to all staff.

5. Migrant Health and Head Start agencies should establish a similar staff development program for their personnel or make arrangements for their staff to attend relevant segments of the program initiated through Migrant Education.

Projected Outcomes

- Improved reporting rate: larger number of reports and higher substantiation rates.

Recommendation

The exact content of the training sessions should include the topics that are commonly suggested for professional reporters. These are: (1) physical and behaviorial indicators of abuse; (2) interviewing and crisis counseling techniques; (3) community resources and the protective, treatment, and ameliorative services available to children and families; (4) information on the roles and procedures of the child protective services unit; (5) rights and responsibilities regarding reporting; (6) procedures to facilitate reporting and apprise supervisors and administrators of reports; (7) caring for a child's needs after a report is made; and (8) information on high-risk families and preventive measures. The preceding material should also be supplemented by information about the dynamics of child maltreatment in migrant families, aggregate statistics on the incidence of abuse and neglect among migrants and patterns of severity and perpetration (available in a series of research reports prepared by ESCAPE), and the particular prevention strategies that would be successful in this population.

V: TRAINING FOR CHILD PROTECTIVE STAFF ON MIGRANT FAMILIES

Problem Statement

Child protective staff in communities where farmworkers live should have a basic familiarity with the migrant lifestyle and culture. Information on the unusual circumstances of migrant families, how to work effectively with migrant parents and children, and the factors that impede service delivery would assist caseworkers in investigating and disposing of maltreatment cases involving migrant children. An orientation for line workers would also present alternative mechanisms for assessing needs and provide an opportunity to identify resources outside of the child protection system that could be used to assist families.

Activities

1. The Department of Social and Health Services should establish a continuing education program for caseworkers and other appropriate personnel on the farmworker culture and population. This training should inform the participants about migrants, point out the prevailing obstacles to serving them effectively (i.e. cultural and language differences, isolation, long and inconvenient working hours, and mobility), and present ways to curcumvent some of the difficulties that impede service delivery.

2. Other agencies and organizations providing services to migrants should assist as necessary in developing this program. This might include contacting individuals who are particularly cognizant about migrants and who could serve as trainers or securing materials that could be used in conjunction with the training effort.

Projected Outcomes

•Caseworkers will be better informed about migrants and their practices should be more appropriate to the needs of the population.

•Prompter and more effective intervention and case disposition and a more efficient use of resources.

Recommendation

Farmworkers should participate in the provision of this training so that caseworkers will receive an accurate view of migrant life and the demands it imposes on both children and parents.

VI: INTERAGENCY COOPERATION

I. State Level: Program Planning and Coordination

Problem Statement

In order to prevent child abuse in this special high risk population, it is crucial that Migrant Education provide information to and coordinate activities with several units of the Department of Social and Health Services, Washington Association of Child Abuse Councils, the Washington Migrant Council, and other statewide agencies operating in communities where migrant families reside. Formal and continuing links must be established through appointed staff persons so that the needs of the migrant population will be addressed.

Activities

1. Ongoing communication between Migrant Education and the agencies named above should be maintained through the Migrant Child Abuse Prevention Advisory Group.

2. The Migrant Child Abuse Prevention Advisory Group should be represented on any relevant interagency planning and policy boards or special task forces to serve as the liaison and to notify the group of any collaborative efforts that might affect migrant children and parents. Advisory group members are already cooperating with the Child and Adolescent Service System Program operated under the Mental Health Division of the Department of Social Services and assisting the director in conducting a needs assessment that will determine the level of serious emotional disturbance in the migrant population.

3. A qualified representative of the migrant community should also be appointed to the Board of Directors of the Washington Association of Child Abuse Councils.

4. A list of statewide agencies that are providing services to the migrant populations should be prepared. This should include the agency, the area served, a contact person, phone number, and description of services. This should be distributed to the advisory group members and other organizations who are involved in funding, operating, or supporting programs pertaining to children and families.

Projected Outcomes

- A coordinated statewide response to migrant child abuse.

II. Local Level: Case Management

Problem Statement

Close cooperation between local Child Protective Service Units, Migrant Education, and other organizations should be encouraged so that investigation and case management with migrant families can be improved. Migrant families are both high risk for maltreatment and difficult to serve, and local interagency cooperation is necessary if these families are to receive appropriate treatment and support services.

Well-prepared professionals affiliated with migrant service and advocacy agencies can play an indispensible role in the management and disposition of abuse and neglect cases where a member of a migrant family was either a victim or a perpetrator. Since they tend to be more familiar with the family and its circumstances, migrant staff can facilitate case planning, coordination, referral, treatment, and follow-up. They may be able to evaluate a treatment plan and provide information on the family if they relocate before the service plan is completed.

Activities

1. Migrant Education should designate coordinators and recruiters to introduce themselves to the local child protection unit and provide them with a brief overview of the location, ethnicity, and general situation of the migrant families in the area.

2. The Division of Child Protection, Department of Social and Health Services, should designate a staff member who has experience in casework with migrants to be the statewide resource person on case management with migrant families. This resource person would be available to other caseworkers for consultation and would be a liaison to migrant education on cases of maltreatment.

3. Efforts should be made to have migrant education personnel or staff from other migrant agencies participate on multidisciplinary teams after they complete the necessary training.

4. A formal procedure should be established to involve migrant professionals in the case management process along with guidelines defining their responsibilities and the obligations of child protective personnel.

Projected Outcomes

- Improved investigation and management of maltreatment cases involving migrant children.

III. Interstate: Continuity of Services

Problem Statement

Services to many migrant families may be interrupted because they have to move to work or to pursue an employment opportunity. Children may be particularly vulnerable during this period and parents might also require more intensive assistance. However, the child protection system is frequently unable to support these families or even complete an active investigation simply because the parents and children cannot be located after they have left an area. Educators can obtain this information from the Migrant Student Record Transfer System (MSRTS), a national data base containing health and education records on all migrant children in the country, as long as the one of the children is enrolled in a migrant program. The new address of the family is provided automatically once a query is initiated, but there is currently no provision for transfering this information to the child protective unit that was either conducting the investigation or arranging services.

The mechanism for exchanging this information could be structured in various ways, although the least complex would probably be to establish a single contact point in the state migrant program. After a migrant family relocates, local child protective workers having sufficient justification could call this person, who would complete the query and convey the necessary information once it becomes available. The caseworker would be responsible for taking any additional action to notify the child protection unit in the area where the family now resides of their situation and needs. Since this exchange is between child protective units either within Washington or in another state, it will fall under the purview of the applicable administrative regulations. Caution should be exercised to ensure that the rights of the family are protected and that only authorized personnel have access to the information.

Activities

1. A feasibility assessment should be conducted to determine if the MSRTS can actually be used successfully for tracking abused or neglected migrant children.

2. If justified by the preceding assessment, a Migrant Education representative should work with a staff member of the Division of Children and Family Services, Department of Social and Health Services, to develop a policy regarding the transfer of the migrant child address information. Included in this policy should be procedures for handling the transfer of this information to the Department from another state's child protection agency. Current policies and interstate compacts should be reviewed and legal counsel should be consulted to ensure the protection of the families' rights.

3. The above agencies should establish a policy with clear instructions for the transfer of such information and provide this to state and local staff.

Projected Outcomes

•Migrant children reported to the child protection authorities are protected despite relocating.

•Migrant parents who have perpetrated maltreatment continue to receive services even after they depart an area.